DOCUMENT RESUME

ED 258 714 PS 015 191

AUTHOR Peterson, Judith A.
TITLE Implementation of an In-Service Training Program for Teachers and Student Aides in an Infant/Toddler Group Child Care Setting.
PUB DATE Jun 84
NOTE 155p.; Ed.D. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Guides - Classroom Use - Guides (For Teachers) (052) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS *Child Caregivers; Classroom Observation Techniques; *Day Care; Early Childhood Education; Guidelines; Individualized Instruction; *Infants; *Inservice Teacher Education; Instructional Improvement; Parent School Relationship; Postsecondary Education; *Program Implementation; Teacher Aides; Teacher Workshops; *Toddlers
IDENTIFIERS *Infant Care

ABSTRACT

Self-evaluation, director observations and evaluations, parent statements, and a lack of staff-child interaction indicated that a problem existed within an infant-toddler group. A practicum was therefore conducted to improve the quality of care. In 12 workshops, inservice training for teachers and student aides was provided to increase use of observational techniques as a basis for individualization of instruction. Each workshop had an independent study component that permitted the trainee to set and meet individual goals for development. Workshops were designed to increase ability to identify developmental levels, use observational techniques, improve lesson plans and daily schedules, and inform parents about the program. After implementation, pre- and post-evaluation forms, time samples, and needs assessments were compared. Findings showed that lesson plans, activities, and record keeping became more complete and individualized. In addition, caregivers' personal logs reflected an increased understanding of child development and the importance of choosing activities relevant to Piaget's sensorimotor substages. Teachers also initiated more interaction with children, and parents were better informed about the goals and objectives of an infant-toddler program. (Appended materials include staff training guides and the program's handbook for parents.) (Author/RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED258714

PRACTICUM REPORT

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Center for the
Advancement of Education
Ed.D. Program

BEST COPY AVAILABLE

Implementation of an In-Service Training Program for Teachers and Student Aides in an Infant/Toddler Group Child Care Setting

by Judith A. Peterson

PS 015191

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Judith A. Peterson
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

3301 College Avenue
Fort Lauderdale, Florida 33314
305/475-7300

NOVA UNIVERSITY

AUG 15 1984

IMPLEMENTATION OF AN IN-SERVICE TRAINING PROGRAM FOR TEACHERS AND STUDENT AIDES IN AN INFANT/TODDLER GROUP CHILD CARE SETTING

PRACTICUM I SUBMITTED TO THE FACULTY OF THE
EARLY CHILDHOOD EDUCATION PROGRAM
IN CANDIDACY FOR THE DEGREE OF

DOCTOR OF EDUCATION

BY

JUDITH A. PETERSON

NOVA UNIVERSITY
CLUSTER XI

June, 1984

OBSERVER'S NAME . . . . . Gene Wilkins

OBSERVER'S POSITION . . . . . Vice President of Academic Affairs

OBSERVER'S BUSINESS ADDRESS . . . Reading Area Community College
PO Box 1706
Reading, PA 19603
(215) 372-4721

PS 015191

ABSTRACT

Implementation of An In-Service Training Program For Teachers and Student Aides In An Infant/Toddler Group Child Care Setting.

Peterson, Judith A., 1984: Practicum Report, Nova University

Ed.D. Early Childhood Program

Descriptors: Child Caregivers/Day Care/Infants/Classroom Observational Techniques/Early Childhood/Infant Behavior/Inservice Education

The practicum involved an effort to improve the quality of care in an infant-toddler group setting. In-service training to teachers and student aides was provided to increase use of observational techniques as a basis for individualization of instruction. Self-evaluation, director observations and evaluations, parent statements, and a lack of staff-child interaction indicated that a problem existed.

A series of twelve workshops was conducted. Each workshop had an independent study component which permitted the trainee to set and meet individual goals for development. Workshops were designed to identify developmental levels, use observational techniques, improve lesson plans and daily schedules, and inform parents about the program.

After implementation, data was analyzed as pre- and post-evaluation forms, time samples, and needs assessments were compared. Lesson plans, activities, and recordkeeping became more complete and individualized. Personal logs reflected an increased understanding of child development and the importance of choosing activities relevant to Piaget's Sensori-Motor Substages. Teachers also initiated more interaction with children. Parents were better informed about the goals and objectives of an infant-toddler program.

TABLE OF CONTENTS

TITLE PAGE i

ABSTRACT ii

TABLE OF CONTENTS iii

LIST OF TABLES v

LIST OF FIGURES vi

CHAPTERS

I. INTRODUCTION

A. Description of Community, including Socio-Economic and Geographic Factors 1
B. Writer's Role, and Responsibilities 5

II. STUDY OF THE PROBLEM

A. Description of the Problem Situation 8
B. Documentation of the Problem 10
C. Analysis of the Causes 14
D. Relationship of the Problem to the Literature 17

III. ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

A. Goals and Expectations 25
B. Behavior Expected 25
C. Mechanism for Recording Unexpected Events 27
D. Measurement of Objectives 27
E. Description of Plans for Analyzing Results 30

IV. SOLUTION STRATEGY

A. Discussion and Evaluation of Possible Solutions 32
B. Description and Justification for Solution Selected 36
C. Calendar Plan 46
D. Report of Action Taken 49

V. RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

A. Results 56
B. Conclusions 68

C. Recommendations for Someone Implementing Study 72
D. Dissemination 73

REFERENCE LIST 74

BIBLIOGRAPHY 78

APPENDICIES

APPENDIX A: Training Needs - Caregiver Questionnaire 80

APPENDIX B: Assessment of Knowledge of Piagetian Substages 91

APPENDIX C: Observational Record Keeping Comparison 93

APPENDIX D: Lesson Planning Comparison 110

APPENDIX E: Workshop Evaluations 117

APPENDIX F: Parent Survey 119

APPENDIX G: Infant/Toddler Parent Handbook 121

APPENDIX H: Infant Toddler Training Manual 133

LIST OF TABLES

Table 1 - Training Needs 60

Table 2 - Frequency Distribution of Pre- and Post-Test Scores of Piagetian Matching Quiz 62

LIST OF FIGURES

Figure 1 - Comparison of Director/Staff Spring Evaluation 58

Figure 2 - Evaluation of Effectiveness of Infant/Toddler Training Sessions 70

CHAPTER ONE

INTRODUCTION

A. DESCRIPTION OF COMMUNITY INCLUDING ECONOMIC AND GEOGRAPHIC FACTORS

Reading Area Community College is the smallest and most recently established of fourteen community colleges in Pennsylvania. Located in Southeastern Pennsylvania, Reading is approximately sixty miles from Philadelphia.

Reading is the county seat of Berks County and has a population of 78,686 according to the 1980 census figures. Berks County's population is 312,509 persons. The city population has a representation of 9.8% Hispanic, 8.7% Black, and 7.1% other minorities. Not documented, but increasing in number are Indochinese and Cuban refugees.

Tourists visit Reading because of its factory outlets. Principal manufactured goods include: special steel and alloy products, fabricated steel tubing, large steel casting and mill products, builders hardware and plumbing fixtures, printing machinery, semi conductors, cooking equipment, automotive and industrial batteries, auto frames, truck bodies and tractors, opthalmic instruments, building bricks, fiber drums, women's hosiery, apparel, chocolate candy, and leather handbags. Engineering consulting is a major industry which has brought many transient families into the area.

Berks County itself is principally agrarian. The county borders Lancaster County, nationally known because of its Amish and Mennonite

population. Many of the residents of Berks County also share the Pennsylvania German heritage.

The college was founded in 1971 in urban Reading and offers career education programs and college transfer programs in Business, Health Services, Public Services, Humanities and Science and Mathematics. There are also non-credit courses offered within the areas of Continuing Education and Adult Education. The Early Childhood Program is part of the Behavioral Science Division.

An "open admissions policy" is maintained at the college in order to serve the diverse and educationally deprived population of the area. Non-traditional, handicapped, and culturally diverse students are accepted. Special services such as a Developmental Studies Program are provided to prepare the student for academic work at the college.

In 1982-83, a total of 1,549 credit students were enrolled at the college. There were 552 full-time students and 997 part-time students enrolled for the 1982-83 academic year. The college has no on-campus living facilities to accommodate the more than 5.5% of students present from outside of Berks and Schuylkill Counties. The total percentage of the student enrollment receiving financial aid was 37%, a meaningful figure for use in establishing tuition rates for the child care facility. Sixty-four percent of the students were women whose average age was 25.9 years. The ethnic composition of the college was 86.2% Caucasian, 4.8% Black, 2.5% Hispanic, 2.2% Asian, and .4% American Indian. This is a typical breakdown of the population.

The general mission of the college is to serve the needs for post secondary education of the nearly 500,000 people of Berks and Schuylkill

Counties. Both counties are representative of the most educationally disadvantaged counties in Pennsylvania. Berks County covers an area of 874 square miles and Schuylkill County is confined to a 784 square mile area.

The per capita income in 1978 was $8,110. An unemployment rate of 9.6% existed in September, 1982. The educational level of Berks County is lower than state norms. Citizens over twenty-five have an average of 11.1 years of education. Almost one third of the citizens have not passed seventh grade.

Reading Area Community College (RACC) began operation of a campus based child care facility in September, 1979. In 1982-83, the center had an enrollment of 132 children between the ages of six months and five years old. Thirty-eight of the children were enrolled on a full-time basis while the remaining children attended at various times. Hours of operation are from 6:30 A.M. to 10:00 P.M. The parent is required to register the child for at least three consecutive hours on a given day. A regular weekly schedule is chosen at the beginning of each college term so that an educational program can be planned.

The infant-toddler group was started in Fall, 1980, in response to numerous requests by student parents. It was begun before adequate training for staff because an immediate need had to be served without delay. The center director attempted to maintain quality care in an area where inadequate training programs existed in the local area. Local colleges do not have adequate preparation for teacher education in the development of an infant curriculum. The cost of maintaining a

relatively high ratio of adults to children (toddlers 1:4 infants 1:2) is prohibitive unless the center operation is carefully structured.

The RACC Early Learning Center serves as a model facility for the sixty-three students enrolled in the college's Early Childhood Program. Weekly participation in the center and completion of designated tasks are requirements of each course included in the A.A.S. degree program.

A second purpose of the child care facility is to provide quality care on a flexible schedule for the children of college students. Children from the community make up 40% of the enrollment and are accepted after preference is given to students. It is the enrollment of full-time children that permits the center to exist on a sound financial and educational basis. Students who need care at various times can be accommodated as a result.

The center is licensed by the Pennsylvania Department of Public Welfare which has strict standards for staffing, room environment, educational program and health related procedures. A limit of 23 preschool children in each of two rooms and sixteen infants and toddlers in a third room has been determined by classroom size. In order to operate within the regulations, an hourly count of children is maintained during enrollment. A certified teacher and additional staff members are assigned to each classroom so that the adult:child ratio is within state mandated standards. Student volunteers are never included in the staffing ratios and therefore add to the opportunity for quality care to exist within a lower staff:child ratio.

Although the center was begun with the aid of funds from a federal vocational educational grant, it is now almost self-supporting. The

college assumes overhead costs and in-kind services such as space, utilities and typing. All other expenses are budgeted yearly to be covered through tuition payments of parents. The college is unable to allocate further funding to the RACC Early Learning Center so quality care must be attained within the budgetary constraints.

B. WRITER'S ROLE AND RESPONSIBILITIES

The position of Instructor/Coordinator Early Childhood Program was designed to benefit the college's needs for an individual to design, plan and implement procedures to establish an on-campus child care facility and teach courses in the Early Childhood A.A.S. program. A liason between the theory taught in class and the experience in a demonstration school was needed as were specific procedures to monitor progress of the traditional student and assess experimental learning of the already employed child care worker.

The writer's job description falls within a dual responsiblity area. She reports directly to the vice president of academic affairs concerning administration of the center. She is supervised by the chairperson of the Behavioral Science division for all college teaching responsibilities. A general job description for the position includes:

<u>Administrative Responsibilities</u>:

A. Supervise RACC Early Learning Center
   1. Interview and recommend selection of teachers and aides
   2. Supervise 5 full-time and 11 part-time employees
   3. Schedule staffing according to need

4. Register and assume responsibility for approximately 130 children per term
5. Maintain student and staff records required by Department of Public Welfare which licenses the center
6. Maintain substitute list
7. Conduct self-evaluations and compare these annually with a written evaluation of performance and individual conference
8. Assist staff with planning for children who need special assistance
9. Help parents develop new parenting skills
10. Facilitate staff development
11. Coordinate activities in center with college classroom experiences
12. Assume responsibilities of head teacher in toddler room
13. Conduct daily routine activities of a child care center director

B. Coordinate Child Development A.A.S. Program

1. Recruit students
2. Advise approximately 40 students with course selection per term
3. Evaluate program
4. Select and meet with program advisory committee
5. Assist students with placement
6. Assist with transferability of courses
7. Recommend course sequence and new courses

C. Perform duties of Evening Administrator approximately once a month

Teaching Responsibilities

A. Teach 18 credits per academic year

B. Plan classroom assignments to be carried out in college's lab setting

C. Assume responsibilities of classroom instructor outside of class

D. Write and revise course syllabi

Financial Responsibilites:

A. Maintain records for tuition payment

B. Prepare budget

C. Monitor budget

D. Recommend purchases

E. Assist with collection of tuition through monitoring attendance

F. Maintain records for counting children as FTE's

G. Supervise payroll information

Student Services:

A. Encourage low motivated students through individualized goals

B. Assess and refer students to appropriate support services

C. Support student parents

Additional Responsibilities:

A. Participate in professional growth experiences

CHAPTER TWO

STUDY OF THE PROBLEM

A. DESCRIPTION OF THE PROBLEM SITUATION

The infant-toddler program at Reading Area Community College is only three years old. Forty children between the ages of 12 months and 36 months attend the center. The schedule is flexible to accommodate the children of parents who are students. A minimum of three hours a day must be scheduled for acceptance at registration time. Children attend for any number of days, but must be registered on a regular basis each term. Only nine children attend on a full-time basis.

Staff scheduling is difficult because of union regulations. Any assistant who works over 12 hours is entitled to a wage of $5 an hour. Any employee who works over 24 hours is considered a full-time employee. Benefits are calculated at 18% of the salary. Vacation, sick leave, and three personal days must be covered by paid substitutes. Because of budgetary restrictions, it was not considered cost effective to hire more than three full-time employees in the infant-toddler room. Although the higher salaries benefit child care employees, increased salary is not necessarily related to competency of caregiver.

The Pennsylvania Department of Public Welfare limits the adult: child ratio to 1:2 infants, 1:4 one year olds, and 1:6 two year olds. In general, the daily staffing exceeds requirements when student volunteers and students, who have been assigned by a course instructor, assist

in the center. However, student schedules do not correspond with regular time slots. Continuity of care is sometimes sacrificed for college students to gain experience as volunteers and paid aides.

The specific problem resulting from the combination of discrepancies between the existing situation and a quality program for infants and toddlers led to the exploration of the problem through a practicum experience. There appeared to be little interaction between staff members and the 12 to 36 month olds. A lack of training existed in the area of observing and assessing children's behavior as a basis for planning individual activities based upon individual developmental levels.

Quality child care makes a difference. Research conducted by the High Scope Foundation in 1980 lists criteria for a quality program. It was stated that a high degree of teacher-child interaction is desirable. It is best if the child initiates the activity. (Halpern, 1982)

The writer's observations concur with those of Tyler (1980) who found that systematic observation of caregivers in centers compared to caregivers in homes revealed that center caregivers spent less time talking to the child than in the home care setting. Teacher-child interaction was not observed by the writer as much as teacher-group interaction except at meal time or diaper-changing time. Teachers and volunteers smiled frequently and appeared nurturing. They touched, held, and caressed children but did not initiate individual activities with children. Children often brought a toy or activity to the adult who then responded to the child but seldom extended learning.

A safe and challenging environment created by the caregiver can enhance learning. Infants need touching, nurturing, cuddling,

acknowledgement, modeling, language stimulation, and appropriate cognitive activities. (Honig, 1982) Caregivers who are assigned to work in an infant-toddler group setting should possess qualities which mesh with the needs of children in the sensori-motor stage of development. Teachers need to be responsive to the infants' cries and the toddlers' spoken language.

Another contributing factor to the existing problem at the Early Learning Center was the fact that infants and toddlers are cared for in the same room. Although the room is divided to separate walkers and non-walkers, there are always four or five adults present in the room. They often engaged in personal dialogue with each other rather than with the children.

A center at the State University of New York in Buffalo solved the space problem by dividing the days of attendance. Infants attend on Tuesdays and Thursdays while toddlers attend on Mondays, Wednesdays, and Fridays. (Geismar, 1982) This procedure is not possible at the RACC Early Learning Center because most of the college classes are scheduled on a Monday, Wednesday, and Friday.

B. DOCUMENTATION OF THE PROBLEM

Each Spring, RACC Early Learning Center employees are asked to fill out a self-evaluation form. The evaluation was in the form of a rating scale. Areas rated included: relationship to children, relationship to adults, personal characteristics, planning and applying plans in the classroom, and the ability to evaluate growth of children. The director also filled out an identical form to evaluate the employee. A conference

is held to compare the evaluations and to discuss areas of attainment and areas reflecting a need for improvement. The May, 1982 survey indicated that employees rated themselves low in the area of planning and applying plans in the classroom. They also expressed a lack of confidence in their ability to evaluate growth of children.

They rated themselves lowest in the areas of showing knowledge of children's needs in selection of materials, planning for individual children, and understanding of Piagetian sensori-motor substages. The director's evaluation closely correlated with the self-evaluation. Only the employee who has been employed in the center for three years rated herself as more competent.

Caregivers were rated high in areas of relationship to children, relationship to adults, and personal characteristics by both themselves and the director. Potential for development in other areas existed because the employees were very competent in some significant areas, were highly motivated, and were knowledgeable in the theory of preschool education.

Parent requests to have two year olds transferred to the transition room added additional evidence that problem situations existed. Six parents asked to have their children taken away from the babies and given an opportunity to "learn" in the transition room. When asked about the learning in the toddler room, four of the six parents labeled the situation as babysitting.

A survey was distributed to parents to begin to evaluate the program and to assess parent-teacher communication. (See Appendix F) The parent survey used a rating scale of 1 (low) to 5 (high). Questions

were designed to measure parent opinions about safety, cleanliness, curriculum, physical care, emotional care, discipline techniques, and parent communication. There were also two open statements allowing the parent to define quality care and to suggest improvements.

In September, a training needs survey (See Appendix A) was distributed to staff of the Early Learning Center and to students in the Introduction to Early Childhood course. It is from the Introduction to Early Childhood course that volunteer and paid aides are selected. It was interesting to note that there was little difference in the survey administered to the staff and the survey administered to students when questions involved planning for infants and toddlers. The staff was far more experienced in the area of meeting physical needs. It was apparent that the infant-toddler staff was requesting assistance with individual activities. (See Appendix A)

Copies of lesson plans revealed a lack of balance between group and individual activities. Group activities were stressed. Pre-assessment was either lacking or not directed toward individual levels. Evaluation techniques were also missing. In general, the plans were directed more toward unit teaching, math concepts, and colors than toward developmental levels.

Only five anecdotal records existed for forty children. Checklists were maintained but not on a regular basis. Only one staff member had used frequency or duration charts. Generalities were recorded in notes to parents. Teachers noted that Mark bites all of the time, Tannen doesn't stop crying, and Jennifer is getting better with puzzles. No other assessment data was available for inspection. Verbal statements

concerning children were frequently used as assessment but the statements lacked objectivity.

Stewart (1982) describes the second year of life as the most neglected in programming in group child care settings. She states that it is more difficult to provide a program for two year olds than for the less mobile infants or more competent preschoolers. The schedule, according to Stewart, provides a framework for time management in the classroom. It must be flexible and permit routines to be carried out. It must provide a balance of group and individual time. Schedules must be built around individual routines and concentrated upon individual activities.

The daily schedule at RACC was well organized except for the provision of a time to work individually. Often the total group went from music to snacks, for example. Individual temperaments were respected but individual choices were sometimes overlooked.

Infants and toddlers need planned and spontaneous task-oriented activities to reinforce skills and provide stimulation. Cataldo (1982) suggests that in addition to puzzles, babies should work with toys that can be sorted, taken apart, nested, and manipulated in other ways. As children work with learning materials, teachers can gain valuable insights into their current level of learning and future needs.

Learning materials were durable, safe, and attractive but were not chosen with Piagetian tasks in mind. No new materials had been constructed by the staff members or students although the same individuals constructed activities for pre-school children. When asked for lists

of materials to purchase, the requests were for more puzzles, records, or books.

C. ANALYSIS OF THE PROBLEM

Several probable causes for the problem of lack of staff interaction with children on an individual basis had to be considered.

All teachers, aides, and student volunteers were well-trained in the theory and practice involved in educating preschoolers but had little or no training in infant-toddler education in group settings. They lacked knowledge of assessment techniques and identification of developmental stages for children under three years old. They did not demonstrate the understanding that activities must be presented on an individual basis.

Group supervisors can expect the incidental or discovery learning that takes place when children are able to initiate their own learning or to take care of their own basic physical needs. However, in an infant-toddler setting, unlike a preschool setting, teachers must be able to tend to physical needs, interface learning activities within basic routines, and monitor progress of non-mobile infants and easily distracted, egocentric, independent toddlers. (Cataldo, 1983)

Adequate planning did not take place before the addition of the infant-toddler program. Many of the current practices were not closely monitored because the director reacted to student-parental pressure to provide care for children under the age of three. Other facilities in the area could offer either inadequate care or waiting lists. As a result, the Early Learning Center expanded its care to infants and

toddlers although the quality of care was limited in scope. However, it was begun with the commitment to improve and develop all aspects while maintaining the model preschool center program.

The director's time was limited because of the responsibilities associated with rapid growth to capacity enrollment in the center.

Problems also existed because the center is operated on a flexible basis to accommodate the schedules of student parents. The heavily scheduled class times put demands on the staff to respond to higher enrollments during morning hours, which is the peak instructional times for most children. Since children arrive and leave on a fluctuating schedule, it is difficult to plan routines, transfer information, and diminish the effects of separation problems.

Because the college center is considered to be an auxiliary service, only overhead expenses and a portion of the director's salary are paid by the college. The budgetary restrictions do not provide time for paid regular in-service training sessions. The director strongly advocates professional growth but previously has designated funds only to attend local and state workshops which have very few sessions directed below the age of three years old.

Another difficulty lay in understanding the relevance of Piaget's sensori-motor stages or other developmental theories to the planning of daily acitivities for children. Child psychology courses cover the theory of the stages but rarely present practical application of the theory. Teachers and students report that they need assistance to understand the Piagetian applications.

Courses in infant-toddler education are not available in the local area. A review of the literature supported the teachers' and students' complaints that textbooks concerning infant-toddlers were difficult to locate.

Model infant-toddler settings do not exist locally. Only four centers in Berks County accept infant-toddlers. The college center served as a model for the two private centers although many areas of improvement were needed. The remaining center has not been serving as a local model. There are many family day care homes in the area. On-site observations and an interview with the educational consultant provided no evidence of curriculum goals, objectives, or individual assessment for the infants and toddlers enrolled.

An infant-toddler care group requires constant vigilance and physical effort. Although the RACC staff is dedicated to their classroom responsibilities, they were often too tired, overwhelmed, or too involved in physical care to observe children in order to plan for them individually. Caregivers did not have an understanding of recording methods, a selection of possible activities, or lesson plans designed specifically for use with infant-toddlers.

Since the children are very young and receptive language far exceeds expressive language, the staff members do not receive verbal feedback for their efforts. The day is long and because four to six adults are often present in the room, they began to converse with each other instead of the children. Time was not used wisely.

The center director was educated previously in the areas of psychology, elementary education, and preschool education. Although the

director's experience has been helpful to add continuity to the program, there had not been enough practical suggestions, clear direction concerning curriculum goals, or effective modeling techniques. Ongoing doctoral study in the current trends in early childhood education and specifically infant-toddler education has prepared the director to become confident of her skills in providing training for the staff in this area.

Training of staff can make a difference in the level of caregiving in child care centers. The National Day Care Study conducted by Apt Associates demonstrated a direct relationshiop between the frequency of social interactions with infants and the teaching of language and verbal concepts. (Neugebauer, 1983)

D. RELATIONSHIP OF PROBLEM TO THE LITERATURE

At a time when many infants and toddlers spend from three to eleven hours daily in group child care settings, quality care that includes individualization is a primary concern. Before a teacher can begin to plan on an individual basis, the child's individual differences within the framework of Piaget's developmental substages must be considered.

Developmental characteristics of children in infant day care settings have been described by Elarde (1974). He outlined suggested activities for age groups 12 tc 18 months, 18 to 24 months, and 24 to 30 months. These same ages are included in groups in the RACC Early Learning Center. His list includes these categories: Language/Thinking, Motor, and Personal/Social.

Children now enter group settings outside of the family at an earlier age. Increasing numbers of mothers are working outside of the

home. It is now estimated that four out of every ten children born in the 1970's will spend part of their childhood in a single parent family. (Kenniston, 1977)

Evidence is not available to support group care for infants and toddlers. No direct support is available from child development theory. However, the theory of sound practice in early childhood education can be applied to the infant and toddler stages of development. Combining the theories of Piaget and Erikson is helpful in defining quality care. (Schwartz, 1979)

In a study of how publicly funded day care programs affected families, Stevens (1982) explored the area of cognitive language. Group care was more supportive of intellectual development. Infants who were rated at 36 months as more competent in language and in interaction with adults were observed to receive an additional amount of cognitive stimulation at 24 months of age.

Language learning steadily increases during toddlerhood. Experiences should be provided to stimulate language development. All activities should be directed toward increasing problem solving skills and developing a posicive attitude toward learning. (Stewart, 1982)

Assessment charts of behaviors of caregivers indicated that a variety of language interactions accounted for about one-third of interactions between teachers and younger infants. (Honig, 1975) Teachers of older children used language in almost half of their activities. Teachers talk frequently with babies on a daily basis. Erikson's principle of autonomy and of initiative in young children was substantiated as caregivers gave freedom but remained close.

Babies need floor freedom to enhance learning. They need a caregiver who knows the time and manner to place an attractive object nearby to encourage reaching, grasping, and mobility. Responding to sensorimotor stages will force the caregiver to provide materials in judicious doses. (Honig, 1981)

Temperaments differ in infancy. Rothbart (1981) found evidence pointing to a hereditary biological influence which is further solidified by life and maturation. Parent reporting has demonstrated the fact that differences such as activity level, fear, distress to limitations, threshold, rhythmicity, and distractibility can be reported and measured at 3, 6, 9, and 12 months of age. Attempts have to be made to avoid conceptual overlap. The scales used for the questionnaire developed as a caregiver report instrument can be adapted for a laboratory setting.

After using a caregivers assessment form, Honig (1975) found that master teachers carried out appropriate games for Piagetian learning experiences in one-fourth of the time periods sampled. Teachers used categorization and seriation twice as often as number or physical causality concepts. Teachers arranged materials and encouraged opportunities for participation.

Using Piaget's theories, more is known about how a two year old learns in a concrete manner. Egocentrism demands that experiences must be closely related to the self and physical surroundings. Using concrete sensory experiences, they can learn to recognize differences, categorize, learn colors and shapes, understand relationships, increase reasoning and problem solving. (Stewart, 1982)

responsibility to interpret the value and limitations of play to the parents. (Lindberg and Swedlow, 1980)

Parents' understanding of the process of separation is important. Stress during the morning separation is often accompanied by stress during evening reunions. (Rodriguez, 1981) The child who is not enthusiastic when parents return often intensifies feelings of guilt both in the parent and the caregiver.

Since infants and toddlers differ in temperament as well as behavior and learning accomplishments, observational techniques are needed by teachers. Time is available to observe children in their natural setting if teachers informally observe and record accurately. The teacher must decide upon the amount of time to observe, describe behavior objectively, and choose an appropriate observational technique such as the use of the checklist, running record, diary account, frequency chart, duration chart, rating scale, time sample, or anecdotal records. Accuracy, as well as objectivity is necessary. (Phinney, 1982)

Basic to the teaching process and organization of an infant-toddler curriculum and daily program is a complete observation of both individuals and toddlers as a group.

Many teachers lack either the time or the expertise to develop an observational system in the limited hours remaining after physical needs are met. Teachers need training in the selection of appropriate observational methods to document infant-toddler behavior before making judgments to begin to put the pieces together to understand the whole child.

Many teachers lack either the time or the expertise to develop an observational system in the limited hours remaining after physical needs are met. Teachers need training in the selection of appropriate observational methods to document infant-toddler behavior before making judgments to begin to put the pieces together to understand the whole child.

Basic to the teaching process and organization of an infant-toddler curriculum and daily program is a complete observation of both individuals and toddlers as a group.

Recording and observing the behavior of infants provides a more realistic picture of an individual child within a group. (Richarz, 1980) It also provides a full description of how they interact with people and materials as they grow. If observations are accurate, a greater awareness of human growth and development and an understanding of childhood is achieved.

Christie (1982) noted that systematic observation is necessary before implementing any new play system. Checklists can be used to observe imitative role play, interaction, and verbal communication in an infant-toddler setting. Guidelines suggested for observation prior to using sociodramatic play can be generalized to toddler care.

1. Observations should be made during free play when materials are available.

2. Children should be observed one at a time or in small groups for at least ten minutes.

3. A brief description of the event should be written as soon as possible following the recording of the event.

4. Record children who appear to be missing elements in their play.

Checklists are useful for recording developmental accomplishments and patterns of children's behavior. Precise definitions are necessary before the checklist is formulated so that objectivity is maintained and a clear definition is selected. The observer can translate the information into numerical data in order to compare both the child's individual progress and the child as compared to the group. (Phinney, 1982)

Irwin and Bushnell (1980) suggested the use of time sampling which was developed within the framework of child study. Predetermined categories are used to direct recording of samples of behavior and place restrictions on what is to be observed. Time sampling is inappropriate if behavior occurs at intervals greater than 15 minutes.

Time samples should be directed toward investigating the amount of time children spend interacting with peers, adults, and the time spent alone. (Phinney, 1982) Usually, the results can be generalized to other situations which makes the method more cost effective than detailed reports.

Duration charts can be used to provide documentation for behavioral management. As a general rule, duration charts are used when the behavior is expected to continue for several minutes. Frequency is recorded when observing a behavior that is executed quickly. (Bell and Low, 1977)

Frequency charts, duration charts, time sampling, and anecdotal records are appropriate techniques for recording observations of infants and toddlers. The quality of recordkeeping is dependent upon the staff

rather than the administration. Detailed regular reports are necessary. Infant's and toddler's files should contain basic emergency information, developmental information from parents, screening results, behavioral notes, anecdotal records, and work samples. (Cataldo, 1983)

Teachers use observations differently from researchers who search for general principles. Teachers seek to identify individual differences and to learn in depth so that content decisions can be made and teaching strategies can be selected. Teachers base observation on child development theories but use the scientists' methods which demand hypothesizing, being objective, and evaluating data. Cartwright and Cartwright (1974) stress that after interpretation is made within a developmental and educational framework, teaching can begin in the infant-toddler group setting. Observation precedes instructional decisions. Teachers must:

1. Decide upon objectives.
2. Make decisions about sequencing material.
3. Decide what materials to use.
4. Decide how to present materials.
5. Determine how to manage behavior.
6. Decide how to organize behavior.
7. Decide how to group children for instruction.
8. Decide how to set up classroom environment.
9. Decide how to evaluate progress.
10. Consider whether resource persons are needed.

In a survey conducted by the Child Care Information Exchange, in-service training was listed as one of the top three concerns of directors and teachers. (Neugebauer, 1983) Further research should be directed

toward assessment and integration of caregiving behaviors. Delineation of human behavior is needed for optimal planning for quality care of infants. More specific attention to developmental levels of competence can lead to greater individualized experiences for infants.

Babies will be able to direct their own learning if caregivers select challenging experiences, stretch attention spans, and encourage persistence. (Honig, 1981)

Kagan argues that infants have different emotional states. Carroll Izare's biological viewpoint is in conflict with the cognitive theory in his discussion of emotional differences. There is interest in establishing a link between cognition and emotions. (Trotter, 1983)

The most important technique when presenting learning activities is to maintain and communicate the attitude that playing is a way to learn. (Caldwell, 1983)

Without the availability of a college training program for infant/toddler caregivers, it is possible to attempt to assume that the concepts for pre-schoolers can be extended downward. It is no more possible to rely upon pre-school experience than it is to use elementary school skills in pre-school. (Caldwell, 1983)

CHAPTER THREE

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

A. GOALS AND EXPECTATIONS

The goal of this practicum was to increase the number of activities conducted on an individual basis in an infant-toddler group setting. An increase in the amount of caregiver-child interaction time was also expected as teachers, assistants, and student aides learned to assess developmental levels and maintain records. Finally, staff, students, and parents were expected to demonstrate understanding of specific teaching strategies to meet the unique needs of children under the age of three.

B. BEHAVIOR EXPECTED

At the completion of the practicum implementation period, teachers, assistants, and student aides were expected to:

1. Describe two characteristics of each sensori-motor substage as defined by Piaget. Assessment: Pre- and post-evaluation form.

2. Observe and identify the developmental level of children between the ages of 12 and 36 months with 75% accuracy.
Assessment: Pre-test and post-test listing characteristics of sensori-motor substages.

3. Use observational techniques to maintain daily records which include two entries per child for children in designated age group.

Assessment: Analysis of children's records prior to and following practicum implementation.

4. Write one lesson plan which includes preassessments, objectives, evaluation, and a balance of individual and group activities for each of four groups in infant-toddler room. Assessment: Analysis of lesson plans prior to and following practicum implementation.

5. Select or construct five appropriate materials and activities to correspond with each of the sensori-motor stages as defined by Jean Piaget. Assessment: Videotape evaluation-rating scale.

6. Increase by 20% the amount of time spent in presenting activities and interacting with children on an individual basis. Assessment: Analysis of time samples and child participation samples prior to and following practicum implementation.

7. Provide documentation of completion of four of five training objectives and list goals for future professional growth. Assessment: Copy of report listing objectives and progress in meeting objectives.

8. Disseminate information concerning characteristics of each sensori-motor substage and two approriate activities to parents of children in the center. Assessment: Parent evaluation survey.

Objectives relate directly to the problems presented in Chapter II.

Problems	Objective
1. Lack of Teacher Interaction	IV, V, VI
2. Absence of Observational Records	II, III
3. Lack of Knowledge of Child Development Theory on Infant-Toddler Level	I, II, III, V, VII

4.	Lack of Parental Understanding of Program	VII, VIII
5.	Inadequate Lesson Plans	I, II, III, IV
6.	Daily Schedule Not Balanced	I, III, IV, VI
7.	Inappropriate Learning Materials	I, II, V, VII

C. MECHANISM FOR RECORDING UNEXPECTED EVENTS

Although the writer expected to achieve successful results in finding solutions to problems presented in Chapter II, the possibility that ideal circumstances might not be present was anticipated. In the event that an objective was not achieved at the level of expectation, information documented in a log kept by the writer was available for analysis. Teachers, assistants, and volunteers also maintained journals to document any expected outcomes that surfaced during the practicum.

D. MEASUREMENT OF OBJECTIVES

Each of the measuring tools which were used are presented in appendicies A-F. The staff evaluation form described in Chapter II is based upon a rating scale of 1 to 4. It permitted the individual and the director to rate relationship to children, relationship to adults, personal charactersitics, and planning, applying, and evaluating plans according to principles of child development theory.

A matching test was used as a pre- and post-evaluation tool. This involved simple recognition of stages and characteristics.

The parent survey listed six questions which demanded a response of 1 (low) to 7 (high). An opportunity was provided to state opinion by providing two open ended statements at the end of the survey.

Objective	Measurement	Standard of Performance
1. Describe two characteristics of each sensori-motor substage as defined by Piaget.	Comparison of pre- and post-evaluation forms.	Participants' were expected to indicate on post-evaluation forms that they could identify all six of Piaget's sensori-motor substages. 100% improvement was expected.
2. Observe and identify the developmental level of children between the ages of 12 and 36 months.	Matching of items on an objective quiz listing sensori-motor substage characteristics to be matched with developmental levels as defined by Piaget.	Participants were expected to identify five or more substages after training. Improvement was expected on all levels.
3. Maintain daily records for infants and toddlers.	Analysis of anecdotal records, checklists, frequency and duration charts, and time samples. Points were given for accuracy, form complete information, objectivity, and simplicity.	A level of 80% accuracy was expected in the area of recordkeeping by each participant.
4. Write a lesson plan for each of four groups in the infant-toddler room.	Analysis of lesson plans prior to and following practicum implementation. Lesson plans included objective, procedure, evaluation, and follow-up.	All individual goals and weekly plans were expected to be complete. An index file was designated to be completed and to include appropriate activities for each substage.
5. Select or construct five appropriate materials and activities to correspond with each of the sensori-motor substages.	Analysis of activities selected and presented by trainee during videotaped presentation.	Participants were expected to identify the developmental levels of all chidren chosen to participate in videotaped presentation.
6. Increase the time spent in individual presentation of	Analysis of time samples and child participation samples.	Time samples were conducted and indicated an increase of 20% in time spent with individual

	activities and teacher-child interaction.		children after the training sessions.
7.	Provide documentation of completion of four of five training goals for future professional growth.	Copy of logs listing documentation of meeting objectives and selection of goals for future study.	Each participant's log was expected to provide support for completion of five individually selected training objectives and contain three to five new objectives listed by participants.
8.	Disseminate information concerning characteristics of each sensorimotor substage and appropriate suggestions for parent-child activities.	Comparison of newsletters and written agendas for teacher-parent communication.	Newsletters, videotape explanations and parent handbooks were expected to be rated as helpful bu 90% of the parents.

E. DESCRIPTION OF PLANS FOR ANALYZING RESULTS

The staff evaluation form was completed by trainees and by the center director. At the end of the project, the ratings were placed on a chart to demonstrate the relationship between the self-evaluation and the director's evaluation. Because all participants increased on previously weak areas, a bar graph was not needed to show the improvement in specific areas. An increase of 20% was expected in the areas previously designated as low.

A pretest and posttest which match sensori-motor stages and characteristics were compared. Scores were displayed on a line graph. A competency level of 75% was expected.

Points were assigned to the various components (name, date, time, setting, narrative, interpretation) of an anecdotal record. The anecdotal records were compared prior to and after the practicum implementation. Records were expected to receive a score of five and include no judgmental statements. Other records such as duration charts, frequency charts, and checklists were checked for objectivity and completion. An entry for each child on at least one recording device was expected.

Lesson plans were completed during an independent session following one of the workshops. When comparing the plan to plans obtained prior to workshops, the recently completed plans were expected to include more individual activities.

Time sampling done at the end of the program was checked during the implementation period every four weeks, and results were charted.

A 20% increase in the amount of time spent on an individual basis was expected.

Parent surveys were analyzed by noting an increase in understanding of the infant-toddler program and in a higher frequency of staff-parent interaction. Open-ended questions were designed to permit reflection of statements concerning the program.

CHAPTER FOUR

SOLUTION STRATEGY

A. DISCUSSION AND EVALUATION OF POSSIBLE SOLUTIONS

Others facing similar situations might consider bringing in a consultant to conduct staff training. This solution was considered to be inappropriate at Reading Area Community College because the funds were not available to pay a consultant. It was felt also that the staff would respond favorably to the director and could profit from the on-site follow-up of workshops.

Audio Visual Recording is effective in providing non-judgmental feedback. It is also useful in demonstrating incorrect grammar or the lack of language stimulation. Non-verbal messages can be best seen by using this method. Neugebauer (1978) suggests that this method should always be done with consent of the caregiver and should be repeated frequently over the year. Videotaping was included in the practicum implementation but not stressed. The writer agrees that this method could be very useful, on a limited basis, but video tape equipment is not available on a frequent basis. It is difficult to have staff and children react naturally unless they are taped frequently.

Directing the staff to an appropriate selection of books and articles might be a solution. However, time was not available for staff to read enough material to solve the problems in the infant-toddler room.

Any reading material must be related to the individual's daily experiences. Additional time was not available to provide an optimal match between the material and the caregiver. Monitoring misconceptions and documenting attainment of competencies would have been difficult for the writer.

Having individual staff members make presentations is a technique used in some schools. This method was attempted at the RACC Early Learning Center in 1981. Caregivers were self-conscious in front of their peers. The feelings may have been justified since other staff members reacted to one presentation in various displays of apparent jealousy. The director attributed this poor acceptance of making presentations to a general feeling of inadequacy and has not repeated this procedure.

The use of orienting observations is suggested by Neugebauer (1978). The trainee spends some time in the infant-toddler room for short periods. Observation forms are given to the trainee for completion. As a result, the learning is more directed. The observational charts are then shared with the director and the teacher. This approach has been used at the infant-toddler center only an a student basis. The observation room, equipped with a sound system, provides an adequate setting for observation but does not have the advantage of involving the observer in directing his/her learning or in applying learning to experience immediately.

Some centers have time when children are not in attendance. Head Start in Reading conducts training sessions on Thursday afternoons because teachers have available free time. This was considered to be an

impossible solution for Reading Area Community College since there is no time when the center can be closed except on legal holidays when the entire college is closed.

Training days had been set aside only twice a year. At the beginning of each year, intensive meetings are held. These involve procedures and philosophy rather than discussion of techniques. Another annual workshop is an exchange program with the county and city recreation board. The RACC Early Learning Center staff trains playground leaders in exchange for a day when first aid is taught by the recreation directors. The program cannot be increased at this time unless sessions are sacrificed.

College courses in infant-toddler education could be helpful in solving the problem but would involve longer periods of involvement and expense for the staff. There are no local colleges offering courses in the infant-toddler area of child development. Most employees prefer the consistency and gradual approach of the weekly workshop.

Approaches

Alongside apprenticeship had been the technique most frequently used to train new employees at the RACC Early Learning Center. For at least one term, all new employees work with a group supervisor before being responsible for caregiving except during routines such as snack time, diaper time, lunch, or nap time. This procedure enables the trainee to learn center philosophy and procedures. The technique, suggested by Neugebauer (1982), also has the effect of permitting the group supervisor to reassess her teaching and to extend her learning as she finds answers to the questions of the trainee. Such training is not

sufficient unless complemented by other methods because the learning is not sequenced or structured. Often it is dependent upon the incidents which occur.

Problemsolving discussions have been the second most frequent method of in-service training at the RACC Early Learning Center. When the staff meets, individual problems are presented. Solutions are brainstormed. Readings are suggested and child development theory is given as a background by the director. Again, the learning situation relies too much upon incidental learning. Often others who do not have the problem in their particular group do not find the training to be meaningful.

Specific feedback is another technique used for training. The director observes individual caregivers interacting with individual children and notes both appropriate and inappropriate behavior. If feedback is given to the teacher immediately, it is most effective in changing her behavior. (Neugebauer, 1978) The director visits each room at different times on a daily basis and uses this technique heavily at the RACC Early Learning Center. The director visits each room at different times on a daily basis. At least two visits are made during each day so that routine behavior is observed. This technique is extremely effective in this situation because the network of communication is very open. Staff members display a higher level of interest in the children and in improving instruction so they are eager to act upon any negative feedback. Ability to accept feedback is high also because caregivers are recognized positively also.

Weekly newsletters were used to provide new activities and the theory which supported their use with infants and toddlers. The director found that the ideas were seldom used unless modeled by another staff member. Newsletters were discarded and did not motivate the caregivers to read the additional relevant journal articles which were suggested.

None of the above solutions was completely effective or was considered appropriate to solve the problem cited in Chapter II. The approaches already in use were helpful but did not provide the mechanism needed to improve the educational setting.

B. DESCRIPTION OF AND JUSTIFICATION FOR SOLUTION SELECTED

The solution selected for implemetation was a series of twelve weekly workshops. The series was designed to assist teachers, teacher assistants, and student aides to assess developmental levels of infants and toddlers in order to plan appropriate individual activities. Each workshop was expected to be limited to one hour. Following each workshop, an additional hour of released time was provided so that the participant could pursue independent study related to the session.

Group goals as well as individual goals were pursued. Each participant was asked to keep a log to evaluate the workshop, to react to the material presented, and to extend learning according to individual needs.

Group sessions for training had not been attempted at RACC. Previously individuals were assisted on a one-to-one basis. The procedure did not allow for peer interaction or evaluation of suggestions.

The solution was appropriate for the RACC Early Learning Center because videotape equipment was available, children could be asked to participate in several sessions, and the director had selected current relevant literature. The summer hours were convenient for staff, students, and the director because of a decreased enrollment.

Willis and Ricciuti (1980) state that most learning experiences for caregivers that can be called significant are the result of scheduled meetings or lectures. The person responsible for the training must spend sufficient time observing caregivers in their work with infants and toddlers.

The workshop series proved superior to the technique of weekly newsletters which was previously attempted. (The success of the newsletters depended upon individual staff members modeling or describing the success of an activity.)

Another reason for choosing the weekly workshop series was that this solution supported one of the director's goals which was to have the staff assist in the design of a training manual for new employees.

Training sessions were chosen after the director read Honig's Infant Caregiving. The goals of care for infants should be concerned with task performance, self esteem, and trust in relationships as well as physical care. (Honig, 1981) Her manual served as a model for this workshop series but was not used as designed. It was not completely appropriate for the sessions because training needs of the staff and volunteers have specific goals and require a different sequencing of observation and individualization. Training sessions were justified in this situation because the participants could see relevance to their

teaching situation and could play an active part in designing the program.

Staff members are usually more eager if they see that professional growth is valued and that advancement could be a result. Using information from the evaluation system to formulate a developmental plan also serves as incentive. (Neugebauer, 1983)

Saracho (1983) stated that the best judgments concerning in-service content is to observe the daily work of the staff as they engage in caregiving. Using a rating scale permits the director to develop a profile of strengths and weaknesses on a continuum. It is also possible to total rating scores. It is then possible to note improvements quickly as trainees respond to workshop topics.

It has been said that behavior seldom changes unless the learner is in charge of his/her behavior. It was therefore necessary to move as often as possible to the non-directive approach during training sessions. The staff was less threatened because the supervisor was in the role of a supporter during training sessions and as an observer in the classroom. Donald Freeman (1982) uses a parable based upon a proverb attributed to Confucious which concludes that giving a man a fish will feed him for a day while teaching him to fish will feed him for a lifetime. It was decided that the training was first focused on immediate needs and expanded to personal longer term objectives, the teachers could learn to develop as they feed themselves for a lifetime.

The following plan was designed to serve as a solution strategy for the designated problem.

INFANT/TODDLER WORKSHOP SERIES

Participants - 4 teachers
4 assistant teachers
12 student aides

Length of Series - 12 weeks

Length of Session - one hour - group session
one hour - independent session

Goal - To assist teachers, teacher aides, and student volunteers to assess developmental levels of infants and toddlers in order to plan appropriate individual activities.

Week I - Goal Setting - June 2, 1983

1.0 At the completion of a 30-minute discussion, the trainee will evaluate the discussion and list in writing individual and group goals.

Assessment - Documentation will be kept in a written log completed within a 12-week period.

1.1 Discuss and interpret research on infant-toddler education.

1.2 Discuss the difference between pre-school education and infant-toddler education.

1.3 Suggest information which would be helpful for parents to understand developmental needs.

1.4 Complete a list of group goals for remaining training sessions.

Independent Study - Determine individual goals for training and list in individual log which will be used to evaluate each session.

Content relates to: Objectives 7, 8.

Week II - Overview of Infant-Toddler Development - June 9, 1983

2.0 As a result of discussion, simulation, and observation, the trainee will be able to list characteristics of developmental stages and identify the characteristics of an infant-toddler.

Assessment - Log entries will list the characteristics of infants and toddlers.

2.1 Review and discuss Piaget stages from birth to 36 months.

2.2 Review the stages described by Erikson and integrate with theories of Piaget.

2.3 Watch videotape and match child with appropriate developmental stage.

Independent Study - Read and prepare for panel discussion:

1) A Good Beginning for Babies - Guidelines for Group Care

or 2) Infant and Toddler Programs

Content relates to: Objectives 1, 2, and 5.

Week III - Infant-Toddlers in Group Settings - June 16, 1983

Book Reviews

3.0 As a result of participation in independent research and a panel discussion, the trainee will interpret, compare, and discuss ideas presented in books: A Good Beginning for Babies - Guidelines for Group Care and Infant-Toddler Programs.

Assessment - Log entries will record concepts from both books.

3.1 Participate by asking questions relating to activities for infants and toddlers.

3.2 Make up a daily schedule for infants and toddlers including a balance of group and individual activities.

Independent Study - Select article relating to personal objectives and prepare brief report for group discussion.

Content relates to: Objectives 1, 4, 5, 7.

Week IV - Parent Newsletter Preparation - June 23, 1983

4.0 After listening to ideas gained from each participant's reaction to the articles distributed at previous session, the group will select ten suggestions to include in a parent newsletter.

Assessment - Content of newsletter will be evaluated by parents.

4.1 Participate in discussion of articles presented by other group members.

4.2 Discuss entires in weekly log.

4.3 Begin working on a training handbook for new employees.

Independent Study - Select unit of handbook and present ideas gained in first four sessions.

Content relates to: Objectives 1, 2, 5, 6, and 8.

Week V - Demonstration of Early Learning - June 30, 1983

Accomplishment Profile

5.0 As a result of viewing a videotape of a teacher demonstrating the Early Learning Accomplishment Profile, the trainee will assess developmental levels of children brought in for demonstration.

Assessment - Participant will correctly use LAP assessment technique.

5.1 Administer portions of the Early LAP to a child.

5.2 State criteria for observation and recordkeeping.

Independent Study - Record one portion of LAP with child in participant's own group and list six appropriate activities.

Content relates to: Objectives 2, 3, and 4.

Week VI - Observation and Recordkeeping - July 7, 1983

6.0 As a result of listening to a presentation involving use of an overhead projector, the participant will discuss various forms of recordkeeping to use as preassessment, ongoing documentation, and evaluation.

Assessment - Log will contain detailed examples of each form of recordkeeping.

6.1 Select appropriate techniques to match with information needed.

6.2 Complete, in detail, sample forms of each method of recordkeeping.

Independent Study - Use anecdotal records, frequency charts, checklists, durations charts, and time samples with children in participant's own group.

Content relates to: Objectives 3 and 6.

Week VII - Program Goals and Objectives - July 14, 1983

7.0 As a result of a discussion and independent research, the trainee will list curriculum goals and program objectives.

Assessment - Log entries will list five curriculum goals and three objectives for each goal.

7.1 Discuss the balance of caregiving and learning.

7.2 Discuss infant day care curriculum models.

7.3 Participate in a group presentation of cognitive, social-emotional, and physical goals appropriate for infants and toddlers.

7.4 Review a sample IEP developed for a toddler in each sensori-motor substage.

Independent Study - Select one goal and write five individual objectives for one child in the teacher's own group.

Content relates to: Objectives 1 and 7.

Week VIII - Lesson Plans for Infant-Toddlers - July 21, 1983

8.0 As a result of independent research, the trainee will write a lesson plan including three learning activities and plans for evaluation.

Assessment - One lesson plan will be submitted for each sensori-motor substage.

8.1 Discuss and formulate criteria for selection of learning activities.

8.2 Discuss and identify methods for lesson planning.

8.3 Create forms for lesson plans for use with infants and toddlers.

Independent Study - Prepare, test, and evaluate lesson plans which include three activities for two separate days and record in log.

Content relates to: Objectives 3, 4, and 5.

Week IX - Individual Learning Activities - July 28, 1983

9.0 Given resources, the trainee will develop a card file of six learning activities.

Assessment: A card file will be compiled for easy access to learning activities for each substage.

Criteria: 1) Appropriate for age level

2) Isolation of concept

3) Clarity of procedure

9.1 Research available books for ideas.

9.2 Discuss books and materials with the other group members.

9.3 Use a common object provided by workshop leader and develop a learning activity around it.

9.4 Perform a demonstration of impromptu activity with common object to group.

Independent Study - Prepare twelve additional index cards (two for each sensori-motor substage) to be used with individual's group.

Format: Activity

Sensori-motor substage

Objective

Material

Procedure

Follow-up activities

Content relates to: Objectives 3, 4, 5, and 6.

Week X - Videotaped Demonstration of Learning Activities - August 4, 1983

10.0 Given five minutes, the trainee will complete one videotaped lesson using two learning activities.

Assessment - Videotape will be shown to group and strengths will be listed by group members.

10.1 Share videotapes and evaluate as a group.

10.2 Select two additional ideas to use on tape to be shown to parents.

10.3 Continue use of resources and add to file.

10.4 List ideas to be use in a parent handbook and ideas for a new employee handbook.

Independent Study - Use two ideas prepared in workshop session and prepare videotape to be shown to parents at Session XII.

Content relates to: Objectives 5, 6, 7, 8.

Week XI - Workshop Series Evaluation - August 11, 1983

11.0 As a result of keeping a log of participants' independent studies, significant entries in a completed log will be shared with the group in order to determine the extent of individual progress with individual goals.

Assessment - Log will be read in entirety by the director.

11.1 Select and share with the group five new ideas gained through independent study.

11.2 Discuss reactions to weekly group sessions as recorded in log.

11.3 Develop one individual goal for the next term.

11.4 Develop two objectives for each child who will continue in individual's group next term.

Independent Study - Prepare a 3-5 minute report for parent meeting which will serve as a method of dissemination.

Content relates to: Objectives 6 and 7.

Week XII - Workshop Series Dissemination - August 18, 1983

12.0 As a result of presenting oral reports, distributing parent handbooks, and describing videotapes shown to parents, the trainee will disseminate knowledge gained through workshop series.

Assessment - Parent evaluations will be completed.

12.1 Present oral reports of significant learning.

12.2 Distribute parent handbooks.

12.3 Show and discuss videotapes of Piagetian tasks.

Independent Study - Select new goals for future training sessions.

Content relates to: Objectives 5 and 8.

C. CALENDAR PLAN

1. Review of literature concerning infant-toddler education.
   September-November, 1982
2. Practicum problem questionnaire and brief review of literature submitted to reviewer.
   March 4, 1983
3. Documentation collected from files.
   March 10, 1983
4. Permission to write proposal received from reviewer.
   March 22, 1983

5. Permission granted to implement plan of action granted from Vice President of Academic Affairs.

   March 28, 1983

6. Outline of proposal reviewed by staff of infant-toddler center.

   March 29, 1983

7. Writing of Proposal.

   April, 1983

8. Beginning of implementation of practicum.

   a. Pre-test of teachers.

   b. Collection of sample lesson plans.

   c. Collection of children's records.

   d. Questionnaire distribution to assess training goals.

   e. Distribute parent survey.

   f. Complete time samples to assess teacher-child interaction.

   g. Complete participation chart for children.

   h. Distribute scnedule for staff workshops.

   June 2, 1983

9. Presentation of workshops

   a. June 2 - Goal Setting

   b. June 9 - Overview of Infant/Toddler Development

   c. June 16 - Infant-Toddlers in Group Settings
      Book Reviews

   d. June 23 - Parent Newsletter Preparation

   e. June 30 - Demonstration of Early Learning
      Accomplishment Profile

   f. July 7 - Observation and Recordkeeping

g. July 14 - Program Goals and Objectives

h. July 21 - Lesson Plans for Infant-Toddlers

i. July 28 - Individual Learning Activities

j. August 4 - Videotaped Demonstration of Learning Activities

k. August 11 - Workshop Series Evaluation

l. September 29 - Workshop Series Dissemination

10. Collect and compile post-test data.

    September, 1983

11. Write practicum report.

    November, 1983

12. Complete practicum report and mail to reviewer.

    December, 1983

Evaluation of the series was conducted at each session. Additional topics were added when requested. All workshops were conducted by the director who served primarily as a facilitator. The handbook was compiled as logs were shared by participants. Permission, supplies, audiovisual equipment, facilities, and substitutes were easily obtained.

The following Suggestions for Evaluating Effective Training were used:

1. Training should be an attitude, not a program, and should be an active process.

2. Training should touch caregivers "where it hurts" and relieve critical needs.

3. Training should open avenues for application and provide experience with infants.

4. Training should instill confidence as well as competence and transmit a feeling of security to infants.

5. Training should focus on child development so caregiver knows when and why to choose activities.

6. Training should also address interactions with parents and peers and focus on interaction with adults and children. (Neugebauer, 1978)

D. REPORT OF ACTION TAKEN

A series of twelve infant/toddler workshops was implemented. At the first session, individual daily calendars were given to each participant so that a daily log could be maintained. The proposal was summarized by the center director. This included defining the population served, the goals of the college child care facility, the problems existing in the toddler room, and the possible avenues toward a solution of the problem. Discussion followed and indicated group commitment to the goals of the proposed training sessions as outlined. A selection of articles was available for selection by each participant. Library books were also available.

Individual goals were listed in the log books in behavioral terms. Goals included a range of desires for personal development. Some wrote that at the end of the training series, they would be able to:

1. capture an infant's attention
2. assist an infant in cognitive development
3. develop a useful checklist for children at various sensorimotor substages

4. use the Small Wonder Kit on an individual basis and record achievement
5. plan appropriate activities for infants and toddlers
6. write anecdotal records for toddlers
7. discuss Piaget's substages
8. gain confidence in knowledge of meeting needs of infants and toddlers
9. communicate with parents concerning problems
10. intervene during free play by introducing appropriate individual activities

In general, the individual goals were realistic and provided motivation and satisfaction within the program. Although participants kept general goals in mind, it was the individual goals that were most meaningful to them. As they read various journals and books, ideas were written in the logs as they related to objectives. If a present technique was supported by the literature or if the reading served as a rationale for a new approach, this was documented in the log.

Prior to session two, a videotape was made by the center director and the head teacher. The participants watched the teacher performing learning activities tasks with children representing Piaget's substages. They were asked to identify the stages and additional activities that could be presented to the children on the videotape. This session provided information, modeling, and an overview of what could be accomplished on an individual basis.

After reading one of two books, A Good Beginning for Babies--Guidelines for Group Care or Infant and Toddler Programs, the participants

shared new insights. They were asked to add any new support for their objectives to their logs. In small groups, they made up several schedules for an infant-toddler program that would balance individual and group activities. All schedules were discussed as a group. Articles were again available for selection. Each participant prepared a brief report for session four.

Information was shared from articles at session four. Although the article was chosen to relate to the participants' individual objectives, the summaries provided general information for all participants and often directly related to other objectives. As a result of the sharing, several segments were written for a parent newsletter. Following session four, it was agreed that much of the information gained during the sessions should be available in the form of a training manual for new employees.

Movies about infant development and a videotape of a teacher using the Early Learning Accomplishment Profile were shown at the fifth session. Using the LAP and tasks corresponding to Piaget's stages, the participants were able to develop checklists. The lists were used in the infant-toddler room as an assessment technique.

Session six involved the use of an overhead projector and the opportunity to demonstrate the use of various record keeping forms. Children were observed through the center's observation room. Use of a frequency chart, duration chart, time sample, and anecdotal record was demonstrated. Participants were asked to include forms of record keeping in their logs after working with the children in their groups. Observation methods were not presented earlier in the program because it was neces-

sary to experience the need to observe as a basis for selected instructional methods and learning activities.

During the seventh session, the observational records were used to plan both individual and group program goals. A sample IEP was reviewed and discussed. Entries in logs were shared by the group. Articles were again circulated.

Session eight stressed lesson planning. Behavioral notes and additional observational forms were used as a basis for lesson planning. A form was developed for weekly planning.

Resources for individual activities were presented to the group of participants at session nine. An index card file was begun as a tool to encourage sharing of resources and implementation of individual activities. Cards were continued during independent study time. It was agreed that even though the cards were prepared for a particular age group, the ideas could be adapted for use with other groups.

Videotaped presentations were shared by the group at the tenth session. The lengths of lesson presentation varied from three to fifteen minutes. The attention of the child was held longer than anticipated. Some of the activities were repeated because the child initiated the repetition. The group evaluation consisted of looking for the most successful aspect of the lesson and suggesting an alternative approach to the same goal. The process caused more ideas to be generated and reduced the fear of criticism. The requirement that everyone contribute one positive comment eliminated any chance of competition. As a result of the evaluation. the tape was edited for presentation to parents at a later date.

Session eleven was conducted by the group itself. They shared evaluations of the training session and the objectives met through their participation. The entire logs were read by the director at a later time. Individual goals for each participant were selected for completion by the end of the 1983-84 academic year. As a result of the eleventh session, plans were made for the parent meeting in September. Staff members decided to update the current parent handbook. They also completed additions for the new employee handbook.

Session twelve provided the opportunity for dissemination of the new material. A panel format was used. Individual group supervisors presented group goals and objectives as well as developmental information. Learning materials, books, and articles were displayed.

The implementation of the project did not significantly deviate from the proposed calendar on a weekly basis. Goals and objectives were met each week. However, it was necessary to schedule individual and small group sessions during the first two weeks of the training program. There was an unanticipated drop in the usual decreased enrollment between college classes. Because no work study or CETA personnel were available until the start of the college's summer session, the staff was needed to work with the children. No time could be given for group training sessions. The revised process of meeting individually was time consuming for the director but permitted the goals to be met. The change was effective at the beginning of the program but would have been impossible later.

Another difficulty was the impact of summer vacations. Flexibility existed within the plan to continue on an individual basis without losing

the continuity of the program. In general, the positive aspects of scheduling training sessions during the summer months far exceeded the problems caused by working with several individual time schedules.

The staff sessions were held as scheduled until August 4. The remaining deviation from the plan took place in August when the director'stime was needed to assist during the final stages of her father's terminal illness. It is significant that without direction, the staff conducted the session on August 11, 1983. They assumed responsibility for completing logs, collecting materials, and evaluating the series. Because they remained committed to the plan and followed the outline, the training sessions were completed on time.

The fact that the final session was delayed until September 29, 1983, did not alter the plan to have the staff trained before the start of the college's academic year. Since the parents were aware of the training sessions through newsletters, the dissemination of the content was still effective when presented.

The staff agreed that all selected topics were necessary. The entire plan was intended to cover a broad area in depth. Review sessions and additional training will not be as intensive.

A handbook for training new employees was completed by the group. It will also serve as a reference source and procedure manual. Sample lesson plans, observational records, and activity cards are included. A videotape is also available for future employees for use in identification of Piagetian stages.

CHAPTER FIVE

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

The goals of this practicum, as outlined in Chapter Three, were: (a) to increase the number of activities conducted on an individual basis in an infant-toddler group setting; (b) to increase the amount of caregiver-child interaction time through knowledge of developmental levels, assessment techniques, and recordkeeping skills; and (c) to identify teaching strategies for children under the age of three.

Through implementation of the proposal, an increased knowledge of child developmental theory at the infant-toddler level and increased ability to use observational techniques resulted. An increase in the understanding of Piaget's sensori-motor substages was also expected. Staff, students, and parents demonstrated unique awareness of the teaching strategies needed in a quality program for infants and toddlers.

At the conclusion of the implementation of a series of 12 training sessions, the behavior expected as a result of meeting the eight objectives solved the following problems: (1) Lack of teacher interaction, (2) Absence of observational records, (3) Lack of knowledge of child developmental theory, (4) Lack of parental understanding of the program, (5) Inadequate lessons plans, (6) Daily scheule not balanced, and (7) Selection of inappropriate learning materials.

The one-hour group sessions and one hour of independent study enabled each participant to acquire the skills to assess developmental

levels of infants and toddlers and to plan appropriate individual activities. They were also able to evaluate their program and teaching skills.

Since continuation of funding is often based upon documenting the quality of a program, there is a need for some type of program evaluation in every setting. As Caldwell (1983) noted, this evaluation does not have to require testing of individual children. A descriptive method is needed to support the importance and acceptability of early childhood education. In the case of a child care center, there is always a need to justify the space which is used by the facility. Evaluation of its effectiveness is also a beginning to seek funding from other sources. Training sessions indicated that infant-toddlers can receive a quality education.

A. RESULTS

At the end of the practicum experience caregivers were expected to demonstrate behavioral changes that would impove the education and care of infants and toddlers.

Objective

Describe two characteristics of each sensori-motor substage as defined by Piaget.

Results

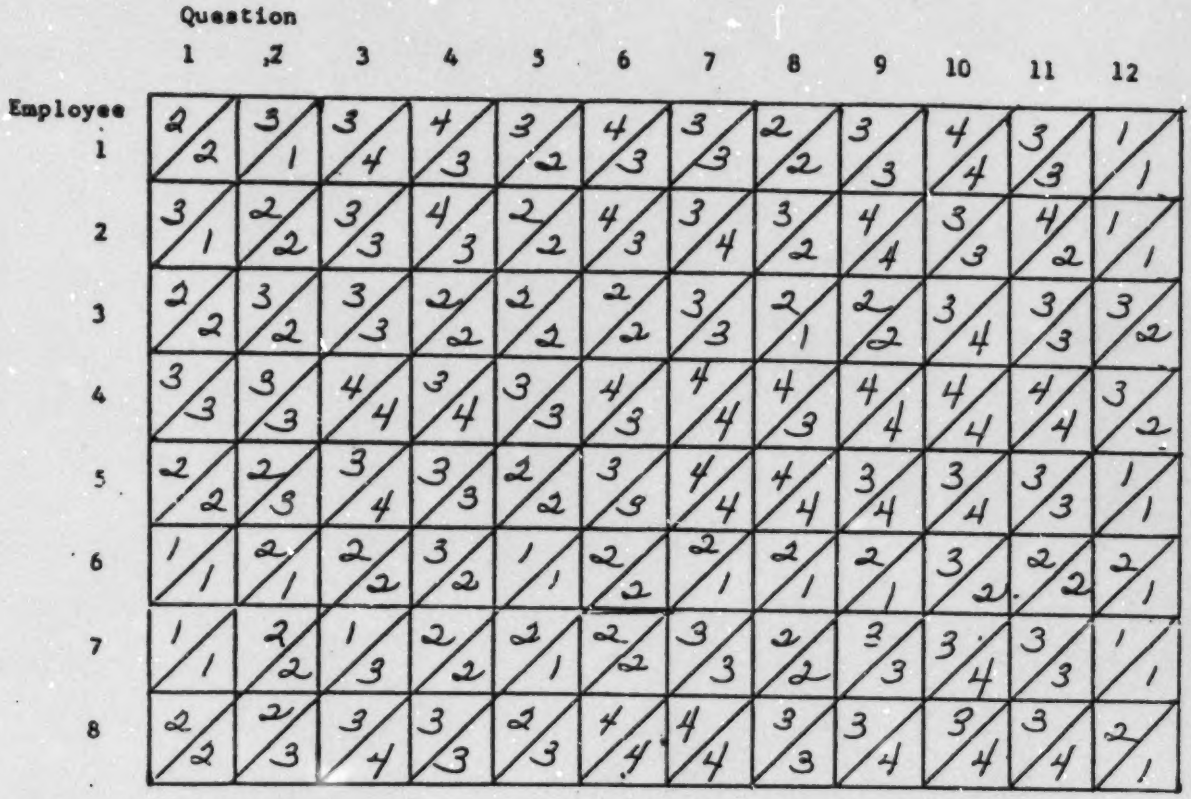
Prior to reading and discussing the available literature, caregivers were unable to identify any specific characteristics of the substages.

Following the training sessions, all participants were able to discuss and compare characteristics of the various substages.

An inclusive director/staff evaluation indicated that growth was seen in 50% of the areas measured as a result of the training in Piagetian techniques. The greatest growth was in the selection and preparation of materials, planning for individual children, and in using a variety of materials. As expected, the demonstrated knowledge of Piaget's sensori-motor substages increased the ability to use individual materials.

In the May, 1982 survey, the employees responded that they had a lack of confidence in their ability to evaluate growth of children. They rated themselves low in the area of planning and applying plans in the classroom. Low ratings were given to the areas of knowledge of children's needs, selection of materials, and understanding Piagetian substages. The director's evaluation closely corresponded with the self evaluations. (See Figure 1).

FIGURE 1
Comparison of Director/Staff Spring Evaluation



Rating of Evaluation of Performance
in Planning and Applying Plans
and Evaluating Growth

KEY:

Employee Rating Directors Rating

4 - Always
3 - Usually
2 - Occasionally
1 - Seldom

A questionnaire (See Appendix A) to concentrate on specific training needs defined by participants was distributed . When the same questionnaire was completed at the end of the practicum experience, there was evidence of some of the incidental learning that occurred. Familiarity with skills in the areas of safety, health habits, nutrition, communication, and staff interaction improved. The greatest increase was seen in the areas of skill in concept development and fine motor development. The weakest area was in the aspect of parental involvement. The rating assigned to gross motor skills and social/emotional skills remained stable. (See Table 1)

TABLE 1

TRAINING NEEDS

As Defined by Participants

Topic Area	Average Rating	
	Prior to Training Sessions	Following Training Sessions
Health	2	3
Nutrition	2	3
Gross Motor	3	3
Fine Motor	2	4
Concept Development	2	4
Communication	2	3
Social/Emotional	3	3
Parent Involvement	1	2
Staff Interaction	2	4
Safety	2	4

Rating Scale 1 (low) to 4 (high)

Stalmach (1981) found that the process of change in teachers is slow and gradual. Teachers, like children, will react to change as an opportunity if they are not hurried. The time set aside for independent study is expected to be permanent because it was, as Stalmach suggested, learner initiated. Encouragement as well as factual knowledge was given during each group session. Teacher behavior began to change as a result of training sessions.

Objective 2

Observe and identify the developmental level of children between the ages of 12 and 36 months.

Results

Before observing a videotape which demonstrated activities for appropriate substages, the participants were given a listing of characteristics of each sensori-motor substage. When shown the videotape, six of the participants correctly identified the six substages. Five were able to identify five of the stages correctly. Three participants identified four of the six substages. Two identified three substages. Only one participant identified less than half of the substages correctly.

A pretest an posttest were given to all participants to assess in depth knowledge of Piaget's sensori-motor substages. It was assumed that this knowledge could serve as a basis for planning individual activities. All scores increased when the posttest was given. (See Table 2)

TABLE 2

FREQUENCY DISTRIBUTION OF
PRE- AND POST-TEST SCORES
OF PIAGETIAN MATCHING QUIZ

Pre-Test Score	f	Post-Test Score	f
100	0	100	3
90	0	90	7
80	2	80	3
70	2	70	2
60	1	60	0
50	1	50	0
40	5	40	0
30	2	30	0
20	1	20	0
10	1	10	0
0	0	0	0

Modeling of teacher behavior was an additional outcome from the use of videotapes. It was also found that it was easier for caregivers to recite or list characteristics when given the substage than it was to identify the stage when shown behavior. Each participant was able to give two characteristics with 100% accuracy.

Objective 3

Maintain daily records for infants and toddlers.

Results

Improvement was seen in the number and quality of anecdotal records. A level of 80% competency was reached by each participant in completion of records. Improvement was seen in other types of recordkeeping such as checklists, frequency an duration charts, and time samples. (See Appendix C)

As at the Oakland University Toddler Program in Rochester, Michigan, the staff at Reading Area Community College began to utilize anecdotal records and running accounts. Caregivers used these techniques to systematically observe and organize play behaviors and categories of Piaget's levels of play. Many behaviors were described as sensori-motor types or exploratory types. Games, practice play, and symbolic play were observed. It was possible for caregivers to identify solitary, parallel, and associative play patterns through use of careful, directed observation and recording using time samples. It was noted that all types of play were represented. In many cases, children were observed playing at all three levels. Sponseller (1974) found that associative play (22.78%) and parallel play (25.57%) made up almost equal amounts.

Because of the small number of toddler centers, play in infants and toddlers has previously been recorded in the home rather than in centers. Further studies are needed to see if the observations of center play are comparable. Early group experiences could be influencing the types of exhibited play. It is also difficult to fit observations into a theoretical framework, observed Sponseller (1974), because most of the categories of play were designed for use with older children.

Objective 4

Write one lesson plan for each of four groups in the infant-toddler room.

Results

Lesson plans written by caregivers at the conclusion of the sessions contained objectives, pre-assessment, designated developmental levels, materials, procedures, evaluations, and followup activities. As a result of increase expertise in observational techniques and recordkeeping, lesson plans were completed with more knowledge of individual activities needed by toddlers. (See Appendix D)

Lesson plans were used on a daily basis for both group and individual activities. Teachers were more willing to share ideas and evaluate activities as a group after the sessions. The logs reflected increased confidence.

Objective 5

Select or construct five appropriate materials and activities to correspond with each of the sensori-motor substages.

Results

A file of index cards to be used with individuals or small groups was constructed by the workshop participants. Learning materials and perceptual materials were selected to correspond with activity cards. (See Appendix) Many of the materials were teacher designed and constructed. A new weekly planning schedule was completed. Individual educational programs were designed for each infant and toddler.

Teaches easily constructed appropriate learning activities. Ideas were shared by all participants.

Each participant selected a child and presented of the activities on a videotape. After three tapes were completed, the group evaluated the presentation selected by the trainee. Each participant wrote a short note listing three positive aspects of either the presentation or the material constructed. One suggestions was also listed.

Comments contained in the logs led to the conclusion that the group sharing was one of the most positive results of the program.

Objective 6

Increase the time spent in individual presentation of activities and teacher-child interaction.

Results

A time sample was used by the center director as she observed the workshop participants. Forms ABC I and ABC II from Infant Caregiving: A Design for Training were used.

List ABC 1, a forty-item checklist for caregivers of infants to 18 month olds, records caregiver behaviors in language development, personal/social skills, concept development, Piagetian tasks, child

caregiving, caregiving environment, and physical development. List ABC II applies to older infants and toddlers.

The greatest increase was seen in the time spent with Piagetian tasks. Prior to the workshop, less than 30 minutes daily was spent on an individual basis. Following the workshop, two hours was spent on individual activities. Additional time was spent on updating tasks lists.

No increase was observed in either the positive or negative social-emotional observations. Physical caregiving remained constant although less was done on a group basis.

An increase in teacher initiated language development activities as well as on individual labeling of sensori experiences.

Objective 7

Provide documentation of completion of four of five training objectives and list goals for future professional growth.

Results

Each student listed individual goals in the personal logs. At the beginning of the session, they were encouraged to choose goals which would increase their confidence or professional skills. They were also reminded to be realistic in their choice of objectives.

Participants listed each objective in their books. Under each objective, all participants listed three or four sources of reference notes from current literature. The activity was 100% successful and resulted in further program evaluation.

All participants achieved 80% of the objective. Half of the participants achieved 100% of the objectives.

Future professional growth goals were selected with the same amount of foresight and conscientious attitude.

Objective 8

Disseminate information concerning characteristics of each sensori-motor substage and appropriate suggestions for parent-child activities.

Results

Open-ended comment statements isolated two concerns. Most parents thought a quality infant-toddler program should be high in cognitive stimulation. They viewed it as a teaching situation which could be done through direct lessons. They also expected improvement in the area of continuity of care and teacher-parent communication. A quality program was defined as one that included academic subjects, discipline, sharing, safety, and love. None mentioned anything about child development.

Newsletters were apropriately written by all participants. They were able to explain infant-toddler learning to parents. Information gained from reading journal articles was shared as were ideas for activities at home.

Parents expressed favorable comments about the parent's inforamtion night. Parents reported that the card file activities helped them enjoy taking simple objects and helping their child to explore, discover, and learn at home.

After the parents' workshop in September, the second survey was distributed. The results of this survey showed an increase in the understanding that infant/toddler development did not indicate that letters, numbers, and shapes should be taught. They realized that learning activities were presented to provide sensory experiences as

preparation for cognitive development. They also showed an increase in satisfaction with the amount of and type of teacher-parent communication. Concerns this time stressed the need for more parent conferences and assistance with parenting skills.

At the time of the second survey, a quality program was defined in terms of materials, completent teachers, discipline, safety, and trust.

Parents were enthusiastic about the videotape which demonstrated children learning at various substages. They reported that they were able to model techniques demonstrated by caregivers in presenting learning activities. Their enthusiastic response led to the purchase of a laminator by the parents' association for parent and teacher constructed materials.

B. CONCLUSIONS

A comparison of director/staff Spring and Fall evaluations (See Figure 1) revealed a growth in all areas for most staff members. The evaluation lists 12 specific areas which staff members rated on a scale of 1 (low) to 4 (high). Only the eight staff members who were rated in Spring were included on Table One. The staff member who was designated as number four moved to another state before the end of the program so results were not available. Improvement was seen in both the staff's and the director's evalutations in the areas of Question 1) Shows knowledge of children's needs and interests in selection and preparation of materials; 3) Plans ahead for room setup and activities; 5) Can plan for individual children; 8) Provides alternative activities for

children; 10) Understands and adapts to sudden changes in program; and 12) Demonstrates an understanding of Piaget's Sensori-Motor Substages. Very little change was seen in Question 7) Gives directions clearly; 9) Shows skill in handling groups with large numbers of children; and 11) Able to evaluate the execution of plans.

After reviewing individual logs, it can be concluded that participants did not include any group skills among their personal goals. Since individual activities rather than group activities were a goal of the program, the results of the past evaluation were not unexpected.

Another rationale for the improvement in the Questions numbered 1, 3, 5, 8, 10, and 12 was because an analysis of the personal objectives included specific focus on individual interaction. The evaluation pointed out that there is a need for additional staff training in the areas of classroom environment (Question 2). Unexpected improvement took place in the area of using a variety of media in presenting activities and lessons. This can be partially attributed to the need to creatively utilize a material to accomplish various tasks at various substages. It is possible to also consider the effect of positive modeling through being exposed to various techniques used to implement the training program.

FIGURE 2

EVALUATION OF EFFECTIVENESS
OF INFANT/TODDLER TRAINING SESSIONS

		1 (Low)	2	3	4	5	6	7 (High)
Question	1	----	----	----	1	2	4	9
	2	----	----	----	1	1	2	12
	3	----	----	----	----	1	5	10
	4	----	----	----	----	1	8	7
	5	----	----	----	----	----	4	12
	6	----	----	----	----	----	5	11

Results of an evaluation of the training sessions (See Appendix E) indicated that caregivers expressed increased confidence in planning and in parent communication. A high evaluation was given to the time spent with individual children. Participants also indicated an interest in training as a continuous process as well as a program. (See Figure 2)

In open-ended comments, eight participants found that matching individual activities to developmental substages was the most useful part of the program. Five reported that the sharing of ideas with other staff members was most useful.

Setting goals for future training was diverse. Three listed increasing recordkeeping skills. Three mentioned reading more literature. Discipline, parent communication, additional log keeping were also mentioned.

Unexpected results of the practicum were recorded in individual logs. Some procedures used from the S.W.A.P. model (Stalmach, 1981) documented the importance of Hilliard's 1974 statement concerning teacher growth as a result of reading relevant professional information and receiving continuing feedback. (Stalmach, 1981) The log provided the mechanism needed to record and react to observational information.

Several specific improvements in center operation took place as a result of the reading done for training sessions. Tracking sheets were improved to assist with continuity of caregiving. The toddler room was moved to another room which has the observation room. The infant-toddler parent handbook was updated. (See Appendix G)

The most significant result was that the practicum research and the results of the staff's implementation of the practicum led directly to the hiring of four full-time employees for the infant-toddler center. It was decided that budgetary adaptations were necessary in order to provide the quality care needed for infants and toddlers.

As a result of the practicum implementation, the Pennsylvania Department of Public Welfare Regulations were thoroughly reviewed and discussed by all staff members. Minor improvements resulted. The major outcome was that any staff member was able to confidently speak with state field workers during center inspections.

Another unexpected outcome of the series of workshops was the staff's decision to meet on a monthly basis to continue professional growth. Prior to this, the staff was primarily interested in meeting to solve daily concerns. A desire to review literature to assist with

single parenting, child abuse, and discipline was expressed by most participants.

The participants have continued to locate relevant articles and news clippings since the conclusions of the project. Awareness, though difficult to measure, was another result of the experience.

Another aspect that is difficult to measure but was reported in all logs was an increase in self-confidence. In some cases it was reaffirmation of current techniques. This increase in self-confidence appeared to be linked to an increase in enthusiasm for their work. The logs were the primary indicator that progress took place steadily throughout the sessions.

C. RECOMMENDATIONS

This solution to the original problem which isolated lack of knowledge in recognizing the uniqueness of teaching at the infant-toddler level could impact upon the observational system. Caregivers must be given adequate training before being permitted to work with the very young child. It is also imperative that training continue on a regular basis and include a component which enables the caregiver to identify and meet individual goals.

Budgetary support is of primary importance to provide time and material for training sessions. Support is also needed from the administration of the center.

It is strongly recommended that staff cooperation, enthusiasm, and dedication be assessed prior to implementing the training program. A

high level of individual motivation is necessary for successful completion.

In summary, the problems cited in Chapter Three were addressed successfully. Teacher interaction increased. Observational records increased in number, selection, and content. Knowledge of teaching on the infant-toddler level was demonstrated through daily practice, videotaples, and selection of activities. Parental understanding increased through conferences, newsletters, and a meeting. The daily schedule and lesson plans contained a balance of group and individual activities. (See Appendix D) Appropriate learning materials were constructed or ordered by participants.

D. DISSEMINATION

Practicum results will be disseminated at the Red Balloon Early Childhood Conference at Kutztown University in Pennsylvania. Future dissemination will include a presentation at the Eastern Pennsylvania Association for Young Children, and Berks County Intermediate Unit In-Service Programs. As president of the American Association of Community College Early Childhood Educators, the writer will distribute practicum results on a national level.

REFERENCE LIST

Bell, D. R., & Low, R. M. Observing and Recording Children's Behavior. Spokane, WA: Performance Associates, 1977.

Caldwell, B. Issues in the Quality of Infant-Toddler Care. Young Children, 1983. 38(5), 48-50.

Cataldo, C.Z. Infant and Toddler Programs - A Guide to Very Early Childhood Programs. Reading, MA: Addison-Wesley Publishing Company, 1983.

Cataldo, C. Z. Very Early Childhood Education for Infants and Toddlers. Childhood Education, January-February, 1980, 149-154.

Cartwright & Cartwright. Developing Observational Skills. New York: McGraw-Hill Book Company, 1974.

Christie, J. F. Sociodramatic Play Training. Young Children, 1982, 25-32.

Cohen, D. H., & Stern, E. V. Observing and Recording the Behavior of Young Children (2nd ed.). New York: Teachers College, Columbia University, 1978.

Elardo, R. Ecology of Infant Day Care. Day Care and Early Education, January, 1974, 97-99.

Freeman, D. Observing Teachers: Three Approahces to In-Service Training and Development. TESOL Quarterly, 1982, 16, 21-28.

Geismar, L. A. Adult Participation in Campus-Based Early Childhood Research Centers: Staff, Students, Parents and Researchers.

Paper presented at the National Coalition for Campus Child Care (6th), Greenvale, NY, April 14-16, 1982.

Glover, M. E., Preminger, J. L., & Sanford, A. R. The Early Learning Accomplishment Profile for Developmentally Young Children. Salem, NC: Kaplan Press, 1978.

Halpern, R. Assuring Quality Early Childhood Service: The Challenge Ahead. Child Welfare, June, 1982, 61(6), 325-340.

Honig, A. S. What Are the Needs of Infants? Young Children, 1981, 37, 3-10.

Honig, A. S., & Lolly, J. R. Infant Caregiving. New York: Syracuse University Press, 1981.

Honig, A. S., & Lolly, J. R. Infant Caregiving - A Design for Training (2nd ed.). New York: Syracuse University Press, 1981.

Honig, A. S., & Lolly, J. R. How Good Is Your Infant Program? Use an Observational Method to Find Out. Child Care Quarterly, Fall, 1975, 4(3), 194-207.

Irwin, D. M., & Bushnell, M. M. Observational Strategies for Child Study. New York: Holt, Rinehart, & Winston, 1980.

Jacobson, A. L. Infant Day Care: Toward a More Human Environment. Young Children, July, 1978, 33(5), 14-20.

Kenniston, K., and The Carnegie Council on Children. All Our Children. New York: Harcourt, Brace, & Jovanovich, 1977.

Lindberg, L., & Swedlow, R. Early Childhood Education - A Guide for Observation and Participation (2nd ed.). Boston: Allyn & Bacon, 1980.

Neugebauer, R. Director's Survival Kit. Child Care Information Exchange, January-February, 1983, 17-24.

Neugebauer, R. Training Techniques for Better Caregiving. Child Care Information Exchange, November, 1978, 57-60.

Phinney, J. S. Observing Children: Ideas for Children. Young Children, 1982, 37(5), 16-24.

Richarz, A. S. Understanding Children Through Observation. New York: West Publishing Company, 1980.

Rodriguez, D. J., & Hignett, W. F. Infant Day Care: How Very Young Children Adapt. Children Today, 1981, 10, 10-12.

Rothbart, M. K. Measurement of Termperament in Infancy. Child Development, 1981, 52, 579-588.

Saracho, O. N. Using Observational Techniques to Plan In-Service Education. Child Care Information Exchange, February, 1983, 14-16.

Schwartz, J. S. The Care of Infants and Toddlers in Group Settings. Childhood Education, November-December, 1979, 56(2), 88-95.

Sponseller, D. Play As A Learning Medium. Washington, DC: National Association for the Education of Young Children, 1974.

Stalmach, J. S.W.A.P.-Strategies Which Affect Programs: A Framework for Staff Development. Young Children, September, 1981, 29.

Stevens, J. The New York City Infant Day Care Study. Young Children, January, 1982, 37(2), 47-53.

Stewart, I. S. The Real World of Teaching Two-Year Old Children. Young Children, July, 1982, 3-13.

Trotter, R. J. Baby Face. Psychology Today, August, 1983, 14-20.

Tyler, B., & Dittman, L. Meeting the Toddler More Than Halfway - The Behavior of Toddlers and Their Caregivers. Young Children, January, 1980, 37(2), 39-46.

Willis, A., & Ricciuti, H. A Good Beginning for Babies: Guidelines for Group Care. Washington, DC: National Association for the Education of Young Children, 1975.

Willis, A., & Ricciuti, H. A Good Beginning for Babies: Guidelines for Group Care. Washington, DC: National Association for the Education of Young Chidren, 1980.

BIBLIOGRAPHY

Badger, Earladeen. Infant/Toddler: Introducing Your Child to the Joy of Learning. U.S.A.: Instructor/McGraw-Hill, 1981

Bell, D. R., & Low, R. M. Observing and Recording Children's Behavior. Spokane, WA: Performance Associates, 1977.

Cartwright & Cartwright. Developing Observational Skills. New York: McGraw-Hill Book Company, 1974.

Cohen, D. H., & Stern E. V. Observing and Recording the Behavior of Young Children (2nd ed.). New York: Teachers College, Columbia University, 1978.

Garland, B. K., & Kalkstein, K. Smart Toys for Babies from Birth to Two. New York: Harper and Row, 1982.

Glover, M. E., Preminger, J. L., & Sanford, A. R. The Early Learning Accomplishment Profile for Developmentally Young Children. Salem, NC: Kaplan Press, 1978.

Honig, A. S., & Lolly, J. R. Infant Caregiving - A Design for Training (2nd ed.). New York: Syracuse University Press, 1981.

Karnes, M. B. You and Your Small Wonder. Circle Pines, MA: American Guidance Service, 1982.

Kenniston, K., & The Carnegie Council on Children. All Our Children. New York: Harcourt, Brace, & Jovanovich, 1977.

Lindberg, L., & Swedlow, R. Early Childhood Education - A Guide for Observation and Participation (2nd ed.). Boston: Allyn & Bacon, 1980.

Richarz, A. S. Understanding Children Through Observation. New York: West Publishing Company, 1980.

Sparling, J., & Lewis, B. Learning Games for the First Three Years. New York: Walker and Co., 1979.

Willis, A., & Ricciuti, H. A Good Beginning for Babies: Guidelines for Group Care. Washington, DC: National Association for the Education of Young Children, 1975.

Willis, A., & Ricciuti, H. A Good Beginning for Babies: Guidelines for Group Care. Washington, DC: National Association for the Education of Young Children, 1980.

APPENDIX A

RACC Early Learning Center

TRAINING NEEDS

Caregiver Questionnaire

Topic Area: Health	Unfamiliar with this area	Have acquired begun to develop skill in this area	Have a fair amount of skill in this area	Am quite skilled in this area	Would you like help in this area Yes	No
	(1)	(2)	(3)	(4)	(Y)	(N)
1. Knowing what preschoolers need (e.g., rest, exercise, diet) to maintain good health.	1	2	3	4	Y	N
2. Recognizing the symptoms of common childhood diseases and health problems.	1	2	3	3	Y	N
3. Planning activities to teach children about good health habits.	1	2	3	4	Y	N
4. Taking care of a sick child.	1	2	3	4	Y	N

Topic Area: Nutrition	Unfamiliar with this area	Have acquired begun to develop skill in this area	Have a fair amount of skill in this area	Am quite skilled in this area	Would you like help in this area Yes	No
	(1)	(2)	(3)	(4)	(Y)	(N)
1. Knowing the developmental food habits of preschool children and what is needed for a well-balanced diet.	1	2	3	4	Y	N
2. Being aware of problems in an individual child's eating habits.	1	2	3	4	Y	N
3. Utilizing nutritious foods in daily programming (e.g. snacks, stories, arts, teaching concepts.)	1	2	3	4	Y	N
4. Keeping tack of the kinds of food served for lunches or snacks.	1	2	3	4	Y	N

Topic Area: Communication	Unfamiliar with this area	Have acquired begun to develop skill in this area	Have a fair amount of skill in this area	Am quite skilled in this area	Would you like help in this area Yes	No
	(1)	(2)	(3)	(4)	(Y)	(N)
1. Knowing what can be expected at each age of children's abilities to communicate with others.	1	2	3	4	Y	N
2. Being able to detect language or speech problems in children.	1	2	3	4	Y	N
3. Planning acitivities (e.g., socio-dramatics, music) that give children practice in communicating with adults and with other children.	1	2	3	4	Y	N
4. Talking with children in a way to facilitate their language development.	1	2	3	4	Y	N
5. Making notes of each child's language development and specific speech problems.	1	2	3	4	Y	N

Topic Area: Parent Involvement	Unfamiliar with this area	Have acquired begun to develop skill in this area	Have a fair amount of skill in this area	Am quite skilled in this area	Would you like help in this area Yes	No
	(1)	(2)	(3)	(4)	(Y)	(N)
1. Knowing about the connection between the child's life at home and the child's life at the center.	1	2	3	4	Y	N
2. Recognizing behaviors and feelings in parents and yourself which influence center-parent relationships.	1	2	3	4	Y	N
3. Planning activities and projects that involve parents either at the center or at home.	1	2	3	4	Y	N
4. Working cooperatively with a parent in the interests of his or her child.	1	2	3	4	Y	N
5. Keeping on record and using information about families (e.g., work schedules, interests, etc.) which can be useful in facilitating parent involvement.	1	2	3	4	Y	N

Topic Area: Staff Interaction	Unfamiliar with this area	Have acquired begun to develop skill in this area	Have a fair amount of skill in this area	Am quite skilled in this area	Would you like help in this area Yes	No
	(1)	(2)	(3)	(4)	(Y)	(N)
1. Knowing how your relationships with the adults in the program affects the children.	1	2	3	4	Y	N
2. Recognizing when your own problems in staff relationships are affecting the children.	1	2	3	4	Y	N
3. Relating to the adults in the program in a way that can serve as a model for the children.	1	2	3	4	Y	N
4. Using recordkeeping as a way of keeping staff informed of each child's progress and problems.	1	2	3	4	Y	N

RACC Early Learning Center

TRAINING NEEDS

Caregiver Questionnaire

Topic Area: Health	Unfamiliar with this area	Have acquired begun to develop skill in this area	Have a fair amount of skill in this area	Am quite skilled in this area	Would you like help in this area Yes	No
	(1)	(2)	(3)	(4)	(Y)	(N)
1. Knowing what preschoolers need (e.g., rest, exercise, diet) to maintain good health.	1	2	3	4	Y	N
2. Recognizing the symptoms of common childhood diseases and health problems.	1	2	3	3	Y	N
3. Planning activities to teach children about good health habits.	1	2	3	4	Y	N
4. Taking care of a sick child.	1	2	3	4	Y	N

Topic Area: Safety	Unfamiliar with this area	Have acquired begun to develop skill in this area	Have a fair amount of skill in this area	Am quite skilled in this area	Would you like help in this area Yes	No
	(1)	(2)	(3)	(4)	(Y)	(N)
1. Knowing the common causes of accidents/ injuries in day care centers.	1	2	3	4	Y	N
2. Reconizing safety hazards in your center.	1	2	3	4	Y	N
3. Planning activities to teach children about safety.	1	2	3	4	Y	N
4. Developing a system for routine safety checks to detect potential safety hazards in the center	1	2	3	4	Y	N

APPENDIX B

PIAGET SENSORI-MOTOR SUBSTAGES

Identify the appropriate substage for the presentation of each activity.

____ 1. Finding Hidden Toy
Materials - Toy and blanket
Procedure - Allow child to handle toy. Let child watch as toy is hidden. Encourage child to find toy.

____ 2. Shaking Rattle
Materials - Rattle
Procedure - Hold rattle within reach. Allow child to reach for rattle. Encourage child to shake rattle.

____ 3. Overcoming Barrier
Materials - Box and toy
Procedure - Place toy behind box. Ask child to get toy.

____ 4. Object Match
Materials - One large bag of 5-6 objects and pictures of objects
Procedure - Point to picture, discuss, match.

____ 5. Feeding Baby
Materials - Doll and bottle
Procedure - Demonstrate feeding the doll. Allow child to imitate.

____ 6. Flannel Board Face
Materials - Felt face with no features, cut felt facial features
Procedure - Assemble face. Repeat names of parts. Have children replace parts.

____ 7. Toy Retrieval
Materials - Favorite toy tied to string, stick
Procedure - Encourage child to pull string to get toy. Remove string. See if child can use stick to get toy.

____ 8. Mobile
Materials - Brightly colored mobile
Procedure - Place mobile above child. Allow free movement.

____ 9. Busy Box
Materials - Crib Busy Box
Procedure - Open and close lid by flipping switch. Allow child to experiment.

____ 10. Filling Shoe Box
Materials - Shoe box, small blocks
Procedure - Place blocks in box. Spill blocks. Child can imitate.

APPENDIX C

SAMPLE

BEHAVIORAL NOTES

Observer: Christine Steward

06/06/83 Matt loves to paint. After about 10 minutes, sometimes I must take him away so another child can have a turn.

06/10/83 Matt has spent a long time working on individual piece puzzles today. Sometimes he needs a small amount of help, but usually he can manage without help.

06/13/83 Matt likes to sit and point out pictures. When asked, "Where is _____?" He sometimes repeats the words.

06/16/83 Matt had a very fussy day today. It seemed as though nothing suited him. He was not interested in doing many activities.

06/17/83 Matt is still having trouble completing puzzles. Many times he needs not only verbal guidance but also help in turning the piece in the correct directions.

06/20/83 Matt can walk up and down our wooden stairs without aid.

06/21/83 Matt climbed out of the white crib today. He will be sleeping in the playpen in the future.

06/22/83 Matt has been showing a lot of aggression this week. He has poked at children and has been hitting. He often goes after Jennifer when she is sleeping.

06/27/83 Matt comes running when I get out a book. He loves to listen to stories and to point out familiar objects in the book. Matt says or tries to say many words, but often I have to listen very carefully.

06/28/83 Matt loves to escape to the other side of the room. I am always bringing him back.

ANECDOTAL RECORD
(Prior to Training Program)

Jennifer - Age 2 May 14, 1983

She speaks in roughly 2 or 3 word sentences, ex. "me write". She's very egocentric. She likes to talk to other children.

She walks, runs, and jumps. She likes to color.

She doesn't know her colors.

ANECDOTAL RECORD
(After Training Program)

Name: Jennifer

Age: 2 yrs. 4 mos.

Date: 08/30/83

Setting: Jennifer had just returned to the toddler room after a trip to the lobby.

Time: 11:10 a.m. - 11:27 a.m.

Observer: Michelle Carey

Narrative: Jennifer walked to the refrigerator upon entering the room. Her hand was on the door handle as Marty called her. She left the refrigerator, walked around the room, got her pillow, and walked over to the shelves which divided the room. Another child was standing there. Jennifer said, No, No, Zach," then just stood there with him, watching the other side of the room. Then, for no observable reason, Jennifer pushed him. He cried and walked away. She sat down at the lockers and watched him.

Jennifer ther got up and walked to another locker. She put her hands inside someone's coat pocket.

Marty got a group of children together to string beads. Jennifer sat and worked at stringing beads for the entire activity. She strung four beads and played with others. At one point, another child had the bag of beads, so Jennifer tried to take the bag from him. Finally, she took his arm out of the bag, took the bag, and looked inside of it.

At the end of the bead strining, Jennifer began walking around the room. Gale entered, called children to group, and began shaking bells. Jennifer sat on the rocking chair and participated in the entire activity. It was then time for lunch, so the activity ended. Jennifer put her pillow away and went to the lunch table, sat down, and waited.

Interpretation: Jennifer participated well in both group activities. She seems to need a lot of structured activities to keep her busy and involved. During free play, Jennifer mainly wandered around the room, getting into things. She observes others constantly. She keeps aware of things happening in the room.

SAMPLE

BEHAVIOR DURATION CHART

Name: _____

Observer: _____

Time: _____ to _____

Setting: _____

Date: _____

Description of Behavior: _____

_____

_____

Days	Time From	To	Total Minutes
1			
2			
3			
4			
5			

___ Increase

___ Decrease

___ No Change

Activity: _____

Interpretation: _____

_____

_____

SAMPLE

BEHAVIOR FREQUENCY CHART

Name: _____

Observer: _____

Week: _____

Time: _____ to _____

Setting: _____

Specific Behavior: _____

_____

Days	Tallies	Total
1		
2		
3		
4		
5		

___ Increase

___ Decrease

___ No Change

Activity: _____

_____

_____

USE OF MATERIALS

Date: 8/18/83

Observer: Barbara Quick

TIME	ART	MUSIC	PUZZLE	BLOCKS	CHILDREN	TEACHER	HOUSEKEEPING
9:00	4	0	8	0	0	4	0
9:15	5	0	0	0	2	4	5
9:30	2	6	3	2	0	3	0
9:45	3	8	2	0	3	4	0
10:00	4	0	4	3	3	2	0
10:15	0	0	4	4	2	4	2
10:30	0	0	5	2	8	3	0
10:45	2	0	7	3	2	1	1
11:00	1	0	0	0	1	12	2
Lunch							

BEST COPY AVAILABLE

EARLY LEARNING CENTER
READING AREA COMMUNITY COLLEGE
INFANT 6 mos. - 12 mos.

Child's Name Jessica
Term Summer
Form Completed By Lorretta Corrigan

Birthdate 01/15/82
Today's Date 07/11/83
Position Group Supervisor

Check and Date

I. GROSS MOTOR	Not At All	With Difficulty	Satisfactory	With Ease
4 - 9 Months				
- shifts weight on forearms				X
- progresses from pulling up knees on tummy to movement through rocking, rolling and twisting.				X
- next beings to crawl, then able to move self from crawling to sitting				X
- rolls segmentally then more smoothly			X	
- sits well and is able to use hands in sitting position				X
- stands supported, may start to "cruise."		X		
9 - 12 Months				
- more adept at cruising	X			
- being to walk	X			
- get self to standing by flexing knees, pushing up from squat			X	
crawls - climbs up and down stairs		X		
- can climb on low chairs, sofa, etc.	X			
II. FINE MOTOR				
- grasp progresses from rake to scissors motion to neat pincer grasp			X	
- reaching and grasping become accurate			X	
- transfers easily from hand to hand			X	
- build tower two blocks high		X		

	Not At All	With Difficulty	Satisfactory	With Ease
- bangs objects together at midline			X	
- drinks from cup with help		X		
- refines pincer grasp		X		
- uses index finger to poke, lead, point	X			
- may begin to show hand preference	X			
- can carry two small objects in one hand		X		
- makes marks with crayon		X		
- beings self feeding	X			
- may start to undress self		X		
III. Seeing and Hearing				
- visually follows object 180°				X
- likes to look at objects upside down to change perspectives			X	
- can distinguish near and far objects in space			X	
- looks after fallen object				X
- aware of differences in speech sounds and tones and sentence patterns			X	
- associates sounds with particular toys and people			X	
- looks at pictures with interest				X
- likes peek-a-boo games				X
- fascinated with tiny objects			X	

BEST COPY AVAILABLE

	Not At All	With Difficulty	Satisfactory	With Ease	
- copies sounds heard			X		MaMa, NaNa, LaLa
- understands much more than able to vocalize		X			
IV. LANGUAGE DEVELOPMENT					
- Turns to voice				X	
- Says "dada" or "mama", not specific	X				
- "Dada" or mama" to specific parent	X				
- Imitates speech sounds	X				
- Repeats over-over S,M,N,I,Z	X				
- Experiments with sounds made with objects in mouths.	X				
- Talks differently to toys and people	X				
- List vocabulary as the child says words and date					
V. COGNITIVE DEVELOPMENT					
- looks for fallen objects				X	
- finds partially hidden object if able to watch hiding			X		
- looks in direction of anticipated future position of object	X				
- fits objects into schemes such as "things to hit", "things to shake."	X				
- recognizes familiar objects even from different perspective		X			
- recognizes independent existence of objects			X		
- can find hidden toy if able to watch hiding			X		
- plays simple hide and seek games				X	
- likes to study objects from different perspectives			X		
- beings to search for object he did not see hidden but only remembers where object was seen last	X				
- may search for object in more than one place	X				
GENERAL OBSERVATION					

Height Date
Weight Date

Other Comments:

BEST COPY AVAILABLE

EARLY LEARNING CENTER
READING AREA COMMUNITY COLLEGE
12 mos. to 18 mos.

Child's Name Matt
Term Summer
Form Completed By Lorretta Corrigan

Birthdate 06/31/82
Today's Date 07/11/83
Position Group Supervisor

	Not At All	With Difficulty	Satisfactory	With Ease	Comments
I. GROSS MOTOR					
- walks well				X	
- stoops and recovers objects without loosing balance				X	
- climbs onto chair and turns self around				X	can sit down in small chair
- loves to drag big things			X		by backing up
- begins to climb and descend stars with hand held, one step at a time		X			tries to take two steps at a time
- throws ball with whole arm movement		X			
- tries to kick ball, but not yet able		X			
- runs stiffly				X	
- squats down smoothly			X		
- jumps off floor with both feet	X				does not try at all
II. FINE MOTOR					
- put pellet in bottle and pour it out			X		
- can open doorknob, small hinged box					
- turns pages of book, several at a time				X	
- put beads in box and string large beads		X			
- builds tower of 3-4 blocks				X	5 blocks
- wrist control developing				X	
- scribbles circle					
- can do simple, one piece puzzles		X			Knows where most shapes belong, but has trouble getting them into place.
- can drink from cup, feed self, undress self				X	
- can unzip zippers					
III. LANGUAGE DEVELOPMENT					
- Adds several single words a month to vocabulary	X				
- Combines words into short phrases - "telegraphic" speech such as "all gone, go bye-bye"	X				
- Loves to play labeling games	X				

BEST COPY AVAILABLE

	Not At All	With Difficulty	Satisfactory	With Ease
- Attempts to sing and may hum spontaneously				X
- Uses words more frequently to express wants but still relies on gestures a great deal		X		
- Ability to imitate words more precise.	X			
- Can respond correctly when sked to point to body parts.			X	
- Can identify familiar objects by pointing.			X	
- Can point to pictures of familiar objects named by caregiver.				
- Responds appropriately to requests for bodiy actions such as "clap, jump"			X	
- Can touch items of clothing when asked			X	
- Likes to be read to but usually does not follow story line; rather prefers to pick out pictures.				X
- Follows one-step directions.			X	
- Understands simple questions.				X

COPY AVAILABLE

COGNITIVE DEVELOPMENT	Not At All	With Difficulty	Satisfactory	With Ease
General				
- much curiosity and experimentation, discovery of new means through experimentation				
- looks for variations in how things happen, can change actions to produce changes in environment				
- will initiate own games of peek-a-boo, hide-and-seek, etc.				X
- often new schemes become ritualized at this stage			X	
Object Concept				
- can retrieve object by going around detour				X
- recognizes reverse side of familiar object				X
- can look for hidden object through series of hiding places		X		
- can put long necklace into cup; understands concept of container and contained				X
Causality				
- recognizes other person as independent causal agents				
- understands gravity by permitting object to roll down an incline plane			X	
- loves moveable parts of environment; e.g., light switch, stove knobs radiators				X
Goal - Direction				
- can now use tools purposefully; e.g. retrieve an object with a stick, use shovel in sand play				
- will seek alternate route if desired path is blocked				X
Imitation				
- can repeat events in which self was not involved			X	
- imitates actions of adults such as housework, feeding baby			X	
- likes finger plays and other simple imitative games		X		

Comments:

BS/PS 3-B

EARLY LEARNING CENTER
READING AREA COMMUNITY COLLEGE

Child's Name Marc
Term Summer
Form Completed By Lorretta Corrigan

Birthdate 12/20/81
Today's Date 07/11/83
Position Group Supervisor

Check and Date

	Not At All	With Difficulty	Satisfactory	With Ease	Comments:
I. GROSS MOTOR					
18 - 24 Months					
- walks up and down stairs alone but still both feet on step at one time		X			
- can bend at waist to pick up objects without falling				X	
- balance on one foot while holding on to support					
- can throw overhand				X	
- runs rather than walks				X	
- pedals small tricycle					cannot test
- can walk backwards short distance			X		
- can walk approximately on line			X		
II. FINE MOTOR					
- can make train of 3 or 4 cubes	X				more interested in throwing blocks
- strings large beads	X				
- makes necklace from pop-it beads		X			finds were they connect but needs help
- builds tower of 6 or more cubes	X				
- can turn pages one at a time		X			2 cubes, then knocks down
- usually developed left or right handedness			X		usually 2-3 pages
- can dress self in simple garments		X			only takes clothes off
- may begin bladder and sphincter control				X	
- better wrist control so neater with self feeding			X		
III. LANGUAGE DEVELOPMENT					
- Listens to and enjoys simple stories		X			cannot stay seated for more than 2 minutes
- Is beginning to discover that everything has a name			X		
- Enjoys listening to nursery rhymes		X			
- Understands some personal pronouns			X		
- Enjoys finger plays and simple songs		X			
- Expressive vocabularly of 50 or more words			X		talks clearly for her age
- Can associate names with most familiar objects			X		repeats or tries to repeat many of the words she hears
- Names three or more pictures in book			X		
- Actively imitates words and inflections			X		
- Uses two word sentences of subject and verb					
- Begins to ask for things at table with simple words			X		

List New Vocabulary: duck, book, pig, Mommy, Daddy, potty, pot, cup, spoon, apple, chair, juice, shoe, paint, blanket, dog, baby, beads, ball, light, Bye, Matt, peepee, poopoo, Big Bird, Ernie, Shelly, no, nice, eat, pie, shirt

BS/PS 3-B

BEST COPY AVAILABLE

	Not At All	With Difficulty	Satisfactory	With Ease
General				
- can find new means through active mental representation				X
- accurately completes individualized piece puzzles with minimum of trial and error position pieces	needs help to		X	
- can anticipate near future event on basis of environmental cues			X	
Object Concept				
- perceives objects as permanent in time and space				X
- can represent objects in an image manner; can match picture with real object			X	
- can follow series of movements of hidden object successfully		X		
- can fit 12 1" blocks into 3" x 4" space	X			
Causality				
- recognizes independent causality of objects	X			
- attributes omnipotence to others	X			
- can activate mechanical toy	X			
- can infer a cause given its effect (avoids stove by perceiving heat)		X		
Goal - Direction				
- can infer some results of trial and error, beings to problem-solve			X	
- knows where to look for things located in and around house			X	
Imitation				
- begins to make beileve; plays with blocks as if they were other objects such as cars, trains	X			
- imitates play behaviors of older children		X		

	Not At All	With Difficulty	Satisfactory	With Ease
- draws vertical, horizontal and circular strokes after demonstration	X			
- likes play that mimics parents' behaviors			X	

Comments: uses some circular motion but does not try to copy circle or lines

Jennifer does not watch so she can see the object move.

Jennifer is still in the egocentric stage

sometimes

BS/PS 3-B

BEST COPY AVAILABLE

EARLY LEARNING CENTER
READING AREA COMMUNITY COLLEGE
24 mos. to 36 mos.

Child's Name Kevin
Term Summer
Form Completed By Christine Steward

Birthdate 06/21/81
Today's Date 07/11/83
Position Group Supervisor

	Not At All	With Difficulty	Satisfactorily	With Ease	Comments
I. GROSS MOTOR					
- jumps from bottom steps (24 months)			X		
- jumps in place (24 months)			X		
- walks backwards (28 months)	X				Attempts to do this
- walks down stairs alternating feet (36 months)	X				Demonstrates fear
II. FINE MOTOR SKILLS					
- attempts to fold paper (24 months)				X	
- builds tower 6-7 cubes (24 months)				X	
- imitates vertical stroke and circular stroke (24 months)			X		
- holds pencil with thumb and forefinger instead of fist (30 months)		X			
- imitates cross (30 months)		X			
- imitates bridge of blocks (33 months)	X				
- builds tower of 10 cubes (33 months)	X				
- adds two parts to incomplete person (36 months)	X				

BEST COPY AVAILABLE

III. COGNITIVE DEVELOPMENT	Not At All	With Difficulty	Satisfactorily	With Ease	Comments
- refers to self by name (24 months)		X			
- points to 4 body parts (24 months)			X		
- hands objects similar to a familiar sample (24 months)			X		Much of Kevin's language is receptive
- understands two prepositions (24 months)				X	
- understands size differences (27 months)			X		Kevin seldom expresses needs
- shows familiar object upon request (30 months)			X		
- names or identifies object by use (30 months)		X			Cognitive understanding is evident
- gives full name (30 months)	X				
- responds correctly to show me one block (33 months)		X			
- names 8 pictures correctly (36 months)	X				
- joins in nursery rhymes and songs (36 months)	X				
IV. LANGUAGE DEVELOPMENT					
- comprehends and asks for another (24 months)				X	
- uses pronouns - I, you, me - not always correctly (24 months)			X		
- speaks 50 words or more (24 months)		X			
- names or identifies objects by use (30 months)		X			
- follows 3-step direction (33 months)	X				
- understands 3 prepositions (36 months)	X				
- carries on conversation with self and dolls	X				

BEST COPY AVAILABLE

	Not At All	With Difficulty	With Satisfactory	With Ease	Comments
V. SOCIAL/EMOTIONAL DEVELOPMENT					
- initiates own play activities (24 months)				X	
- inflexible and rigid behavior (28 months)	X				
- begins "associative" play activities (33 months)	X				
- plays simple adult games without adult help (cooperative play) (36 months)	X				
- verbal scolding replaces physical aggressiveness (36 months)	X				
VI. SELF HELP DEVELOPMENT					
- verbalizes toilet needs (24 months)	X				
- takes clothes off with help on buttons (24 months)	X				
- dries own hands (30 months)			X		
- helps carry and put things away (30 months)			X		
- puts coat on unassisted (33 months)	X				
- puts on shoes (36 months)	X				
- unbuttons front buttons (36 months)	X				

BEST COPY AVAILABLE

APPENDIX D

DAILY SCHEDULE

7:30 a.m.	Arrival Free choice activities (blocks, puzzles, housekeeping)
9.00 a.m.	Interest Center (art, science, counting activities, creative play)
10:00 a.m.	Snack
10:10 a m.	Diaper Change (also when necessary)
10:20 a.m.	Music
10:45 a.m.	Outdoor Play or Large Muscle Activities (children are taken out in two groups for 20 minutes each)
11:25 a.m.	Lunch
12:00 noon	Diaper Change and Naptime or Quiet Time
2:00 p.m.	Free Choice Activities (children not present during morning art activities are able to do their projects at this time)
3:00 p.m.	Snack
3:15 p.m.	Story Time
3:30 p.m.	Outdoor Play or Large Muscle Activities
3:50 p.m.	Free Choice Activities (playdough, puzzles, books)
5:15 p.m.	Prepare for dismissal
5:30 p.m.	Dismissal

DAILY SCHEDULE

(Completed as a group during training session)

7:30- 9:00	Free Play and Individual Activities
9:00- 9:45	Centers: Table Activities Blocks Art - Sensory experiences Puzzles Individual Stories (Teacher circulates and works with individual children.) (Bathroom and Diapering done during individual time.)
10:15	Clean up and Snack
10:30	Small Group Activity (Music, movement, and learning activities)
10:35	Outdoors Indoor walks Large Muscle Activities
11:05-11:30	Centers: Individual Activity Time
11:30-11:35	Clean up for Lunch
11:35-12:30	Lunch and Bathroom
12:30- 2:00	Nap Time
2:00- 3:00	Table Activities Individual Activities Art repeated from A.M. Bathroom
3:00- 3:15	Afternoon Snack
3:15- 3:25	Small Group Activities
3:30- 5:00	Free Play and Individual Activities

ACTIVITY PLAN
(Toddlers 18-24 months)

Christine Steward

Activity: Grouping Objects - Hard/Soft

Activity Length: 10-20 minutes according to the child's abilities and attention.

Materials Needed: A box filled with an assortment of hard and soft objects mixed.

Behavioral Objectives:
1. The child will be able to identify hard objects.
2. The child will be able to identify soft objects.
3. The child will be able to use the sense of touch to determine hard or soft.

Procedures:
1. Show the child an example of hard objects and an example of soft objects.
2. Show the child the box of objects to sort.
3. Ask the child if he can sort the objects into two piles: one hard, the other soft.
4. Offer encouragement as the child works on this task.
5. Priase the child when he is finished.

Follow-up:
1. The hard or soft objects could then become part of the day's art projects.
   Example: Hard objects could be used to make prints.
   Soft objects could be used as collage materials.
2. An outdoor walk could be taken to explore hard and soft objects of the outdoors.
   Example: Feel tree trunks. (hard)
   Feel grass. (soft)

WEEKLY LESSON PLAN SCHEDULE

Week of 12 mo. - 18 mo.
Theme _____

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Art	Marble Paint (drop marbles into paint)		gluing Collage		Finger Paint (dropping pieces of paper)
Large Muscle Development	climbing on Steps	Walk outside	Play Ball (child throws ball to teacher	Play Music (child will imitate simple motion)	Child will climb on chair & turn to sitting position.
Music	Put Your Hands in the Air	Patty Cake	Way Up in the Sky	good Morning	This is the way we...
Special Activity	Water Play (fill & empty containers)		Pudding Paint		Feely Box (feeling objects of various textures)

BEST COPY AVAILABLE

CHILD'S NAME Amy DATE STARTED 07/11/83 DATE COMPLETED

GOAL: To develop eye-hand coordination

Short Term Objective Date		Activity and/or Instructional Method to be Used		
		Gross/Fine Motor	Language - Cognitive	Creative - Sensory
07/18	Amy will be able to pick up blocks and put them in a container	Pick up block and put into container (with help if needed)	Encourage her to put the blocks in the container	Feel block in her hand (start with big blocks and container to small blocks and container
Date - 07/25	Amy will be able to stack two objects	Stack small sponges and and letters		Stack large sponge blocks
Date: 08/01 remove) 08/15 replace)	Amy will be able to remove and replace three rings from the stacking toy	Take off all rings and let her put them on		Take off rings and examine them and the pole

BEST COPY AVAILABLE

CHILD'S NAME Brad DATE STARTED 07/18/83 DATE COMPLETED

GOAL: Brad will be able to complete a single-piece puzzle with a minimum of trial and error.

Short Term Objective Date	Activity and/or Instructional Method to be Used		
	Gross/Fine Motor	Language - Cognitive	Creative - Sensory
07/18	Given a four-piece puzzle, Brad will be able to put in one piece on his own	Repeat words such as the name of the picture on the piece	Brad will be able to touch and feel how the shape fits
ntinue 07/25	Add second piece to puzzle in same manner	"	
Date - 07/28	Given three out of four pieces, Brad will be able to correctly place them	Continue language development by repeating names of pictures	
08/01	Given a four-piece puzzle, Brad will be able to insert one piece at a time without assistance		
Date: 08/15	Follow Up - Introduce new four-piece puzzle		

BEST COPY AVAILABLE

APPENDIX E

EVALUATION OF EFFECTIVENESS OF INFANT/TODDLER TRAINING SESSIONS

Please read the statements below and rate using a scale of 1 (low) to 7 (high). Indicate your reactions to the twelve-week training session.

1. Training instilled confidence in my ability to plan for infants and toddlers.

   1 2 3 4 5 6 7

2. There was adequate information concerning Piaget's sensori-motor periods.

   1 2 3 4 5 6 7

3. I am better prepared to discuss the infant/toddler program with parents.

   1 2 3 4 5 6 7

4. Observation techniques are more familiar to me.

   1 2 3 4 5 6 7

5. I spend more time on an individual basis with the children in my group.

   1 2 3 4 5 6 7

6. Training should be a continuous process as well as a program.

   1 2 3 4 5 6 7

Comments:

1. I think the most useful part of the training program was _____
   _____
   _____

2. As a result of participating in the program, I have set the following goal for mu future training:

   _____
   _____

APPENDIX F

Parent Survey
RACC Early Learning Center
Toddler Room

The RACC ELC Staff is requesting your help with a survey to help us improve the infant/toddler program.

Please rate the following on a five point scale: 1 (Low) to 5 (High).

1. The classroom is set up to provide for my child's safety.

   1 2 3 4 5

2. Cleanliness of the room is maintained on a daily basis.

   1 2 3 4 5

3. Children are taught numbers, shapes, letters, and colors.

   1 2 3 4 5

4. Caretakers respond to my child's physical needs.

   1 2 3 4 5

5. Caretakers respond to my child's emotional needs.

   1 2 3 4 5

6. A positive approach is used when disciplining.

   1 2 3 4 5

7. Appropriate limits are set for children.

   1 2 3 4 5

8. I receive adequate information about my child.

   1 2 3 4 5

Comment: A quality infant/toddler program should include _____

_____

_____

I would appreciate an improvement in the area of _____

_____

APPENDIX G

PARENTS' HANDBOOK

Toddler Care Center of

Reading Area Community College

Toddler Care Division

Early Learning Center

Reading Area Community College

10 South Second Street

Reading, PA 19603

(215) 372-4721

Welcome to the Toddler Care Center. As your child begins to share his or her world with us, you probably have numerous questions about the Center. Hopefully this handbook will answer the majority of those questions.

The Toddler Care Center is a child development Center for children ages 6 months to 3 years of age. The purpose of the Center is to provide individualized care for children of students enrolled at RACC and to provide a laboratory situation for child development students. It is also open to the community after the students' children are registered each term.

Intake

1. What makes one eligible for the ELC services? Students' children and staff children are given first priority in enrollment. It is also open to the community when openings exist after Sept. 1.
2. What age groups are served at the ELC? The preshcool room services ages 3 to 5 and after kindergarten children. The Toddler room serves children ages 6 months (if the mother is in the building) or 1 year to 3 years of age.
3. When will my child be transferred from the Toddler room to preschool? How will the transition take place? The child is transferred when he/she is individually ready for the preschool setting. This is determined by his/her records and development and is entirely the responsibility of the teacher and center supervisor. Prior to the final transition the child is brought down to the room at various times with a teacher from the toddler room. This helps him/her to feel comfortable in the new setting and become a part of that world.

Arrival and Dismissal

1. How does my child get to and from the ELC?

   Parents must provide transportation.

2. Where do I take my child when I arrive at college?

   All children must be brought into the building and back to the ELC at their expected times.

3. What should I do if I will be late to pick up my child?

   We would appreciate that you call the ELC so that the child's teacher can reassure your child that you will be there.

4. If I am late, will I be charged for any time that is over my registered time?

   You will be charged the hourly fee for the time past your designated pick-up time.

5. May someone else pick up my child?

   Yes, as long as the child's teacher is notified each time of the indentification of the person. If the ELC staff is not notified, the child will not be released. The ELC will try to reach you by telephone immediately.

6. Where may I part when I drop off and pick up my child?

   You may park in the spaces in front of the college; if they are all filled, park safely along the building for a short period of time only.

Health

1. How can I tell when my child is sick?

   Daycare staff is trained to detect illness. The staff is required to have first aid training.

2. If my child is sick, should I keep him or her at home?

   Please do not send your child to daycare if he/she seems exhausted or slept poorly at night, or if he/she has a termperature of more than 101°,

is vomiting, has diarhea, has an undiagnosed rash, cold sore, impetigo, cold, excessive amount of mucous or excessive coughing, earache, or abdominal pain. If any of these symptoms show up during the time your child is in the program, you will be contacted. If we are unable to contact you, your emergency person, or your physician, we will get adequate medical help.

Communicable or contagious diseases:

Disease	Day to Return to School
Mumps	When swelling recedes
Regular Measles	One week
Rubella (German Measles)	One day after rash disappears
Scarlet Fever	After two full days on appropriate antibiotic
Chicken Pox	When all lesions have become crusted (approximately 1 week)

3. What kind of health screening services are available in the daycare program?
   the 2½ to 3 year olds will be screened for hearing (your permission will be requested).
4. Are immunizations required for the daycare program?
   All children are required to be fully immunized before entering the program.
5. How often must my child have a physical examination?
   All children are required to have a complete physical and completely fill in the Health Appraisal Form, three weeks after the starting date and once a year thereafter.
6. May my child be given medication while in the day care center?
   According to the Pennsylvania Department of Public Welfare regulations #166, we are not allowed to administer any type of medication, for example: cough drops, cough syrup, vitamins, aspirin, ear drops, aspergum

without a physician's current written instructions and written consent from the child's parents.

Below is a copy of our Medication Form

Medication Consent

Child's name: _____

Medication: _____

Time: _____

Amount: _____

Administered Time: _____

By whom: _____

_____
Signature of Parent or Guardian

_____
Date

7. What is the policy on child abuse?

   Staff members are required to comply with all aspects of the Child Protection Services Law, Act 124 of November 26, 1975. Suspected cases of abused or neglected children will be reported immediately to the program health coordinator.

8. What is child abuse?

   Child abuse is gross physical neglect, injury, or emotional abuse not explained as being accidental by the available medical history.

9. Illness:

   We also have a Release to Control Fever over 101°, becuase we must have

permission of the parent and family physician to administer aspirin or tylenol. Below is our release form for aspirin.

Release to Control Fever

In case of a temperature over 101°, if neither parent can be reached, _____ baby aspirins or _____ may be administered every _____ hours until I can be contacted. If the fever is not alleviated, the family physician will be called.

_____
Parent's Signature

_____
Doctor's Signature

Curriculum

1. What type of educational program is provided for my child at the ELC?
   Our program is based on the fact that each child has his/her own level of development determined by his/her social, emotional, physical, and intellectual needs. The values of familied must be considered when meeting individual needs. Above all, a reasonable level of self esteem is necessary to provide a pleasant learning situation as well as a basis for later academic work.
2. What type of schedule is followed at ELC?
   The schedule is balanced among large group, small group, and individual activities. Interest centers and art projects are set up so the child can explore at his/her own rate. In the room for part-time children this is repeated twice daily.
3. Is there any special type of curriculum followed at the ELC?
   We have weekly themes which are followed. The themes are developed

through presentations of daily activities. We also plan our interest centers around these themes. Also, we include the children's individual needs as we develop objectives and individual activities. The activities are planned to match the child's sensori-motor development. Math, science, language arts, music, and movement are covered but through play experiences.

4. What methods of discipline are used at the ELC?

   The children are redirected to other areas which will help them express their feelings in a proper manner. The other method used is the time-out chair, at which time the incident is explained to the child. The child's feelings are always taken into consideration when being disciplined. At no time is physical punishment or harsh discipline used.

5. When do major educational activities take place?

   The planned educational activities take place between 9:00 a.m. and 11:30 a.m. in the morning. Any children show are only in during the afternoons are able to do their art projects at that time.

6. Is the program teacher or child oriented?

   Our program consists of both, due to the age of the child; however, we try to keep activities child oriented.

7. What is the teacher/child ratio in the toddler room?

   The ratio is 4 to 1 in the classroom. Outdoors the ratio is 2 to 1 for infants and 4 to 1 for toddlers.

8. Am I able to observe my child?

   Observers are always welcome to visit our school. Much can be learned about your child as he/she participates with other children.

Nutrition - Lunch and Snack

1. Who provides lunch for my child? The parents do -- however, we provide milk.
2. Will my child receive any food other than lunch? Yes -- snack will be provided twice a day. Milk is served at lunch time and powdered juice or apple juice is served at snack time.
3. Can parents provide snack at any time? Parents are welcome to provide snack on their child's birthday or any other time. First, please tell the child's teacher. This insures the exact number needed and eliminates more than one at a time.
4. Are mother's allowed to breast feed in the preschool area? Yes, there is a rocking chair and separate room available.
5. Can my baby's bottle be heated? Yes, there are provisions available to warm your baby's bottle.
6. Is there refrigeration available for my child's lunch? There is a refrigerator available to keep your child's lunch cold. We would appreciate it if you would pack warm lunches in proper containers to stay warm.
7. Is there special consideration given to children with health problems, such as allergies to certain foods, additives and so on? Yes, be sure to tell the day care provider of any problems.
8. Will my child be forced to eat? The child is encouraged to try new foods. Small amounts are offered first so that a child does not feel overwhelmed. But, the child is not forced to eat any of it.
9. May I leave money to buy lunch for my child in the school cafeteria or if I forget my child's lunch will something be provided?

We will make sure your child gets lunch, and the parent is responsible for the cost. We would appreciate it if we only have to take your child to the RACC cafeteria under emergency conditions.

Safety Measures

What type of safety precautions are taken at the ELC?

All the rooms are set up with the children's safety in mind. Anything that may be harmful or dangerous to the children is kept outside the classroom or out of their reach. The instructional materials and toys are designed for children in their age group.

Fire drills have designated rules posted in each room. We also practice fire drills.

The following safety rules are also observed in the Toddler room:

1. Blocks can only be built as high as a child's nose.
2. Children are not allowed to throw toys or other objects in the room.
3. Only one child is allowed on the trampoline at a time.
4. Only one child is allowed on the slide at a time. The slide must be approached from the ladder. Children are to ride the slide in a sitting position.

School Closings

1. When does the ELC close for holidays?

   The ELC will be closed on any days listed on the RACC calendar as vacation days. You are not charged for these days.

2. How will I know if the school is closed due to weather conditions?

   If the ELC is closed due to weather conditions, you will be notified over the local radio stations: WEEU, WRAW, and WRFY-FM.

General Questions

1. What should I bring for my child when he/she attends the Center?

   Blanket, sheet, a weeks supply of disposable diapers, a complete set of change of clothing and extra underpants in the case of no diapers, and lunch.

2. Toddler center consists of what age?

   The ages are from 6 months to 3 years.

3. Will my child be able to take a nap?

   Yes, we provide a nap time immediately after lunch.

   Procedures - We have floor mats on which we place their own sheets. We rub backs until they fall asleep. We rock the babies if they need to be rocked.

4. Will individual attention be given to my child?

   Due to our low teacher/child ratio, we are able to give the children the individualized attention they need.

5. Where will important messages be left for me?

   We will attach messages to the child's locker; please check daily.

6. Is visitation allowed between siblings in the classroom?

   We do allow visitation between siblings before 9:00 a.m. and after 3:00 p.m. We also allow it at any time one of the children is very upset.

7. What is the policy on potty training?

   We try to follow the schedule of the parents. It is suggested that the parents share their methods with us so that we can follow through with it here at the center.

8. What do I do if I am not satisfied with something that the teacher has done?

   Ask for an explanation immediately. The teacher can learn from your concerns. If the situation cannot be resolved, please ask to speack with the ELC Director. If possible, she will either work with you to gain an explanation or work to improve the situation. If she recognizes that the

parent's problem is not able to be resolved, she will recommend that individual care is found for your child. Group child care is not for every child or family.

Sometimes we appear too busy to speak with you or parents are rushing to and from work. This is understandable but please leave a note requesting a telephone conference. If a situation remains unsettled, ask Mrs. Peterson, Center supervisor, to call you.

We sincerely want to communicate for the benefit of your child. Please be certain to let us know about any concern that you might have.

APPENDIX H

READING AREA COMMUNITY COLLEGE

EARLY LEARNING CENTER

INFANT - TODDLER ROOM

TRAINING GUIDE

Infants are accepted for child care at six months of age and are permitted to remain in the infant/toddler room until developmentally ready to function on the pre-school level.

Each group of infants is assigned to a primary caretaker called a group supervisor. Age groups usually include: 6 to 12 months, 12 to 18 months, 18 to 24 months, and 24 to 30 months. Individual development is taken into consideration when the child moves to a new group.

Our task is to provide quality child care and to maintain a partnership through support of the family as a whole.

This handbook was designed by THE ELC director, teachers, teacher aides, and students who have worked many hours in the Infant/Toddler room and have completed intensive training sessions in providing infant/toddler group child care.

A Philosophy

Put learning in my way,
Then stand aside to guide my footsteps.
But do not push--
my steps are small because my legs are short
And where there is much to see that you have seen
But see no more ... too bad!
When I have traveled all the roads through books
Uphill and down
My head will overflow with so much knowing
Don't make me go too fast to see and hear this lovely world
Let joy keep pace with growing.

- Audrey M. Linaberry

GUIDELINES FOR GROUP SUPERVISORS

I. A group supervisor is responsible for:

- A. The children in assigned group at all times.
- B. The observation, record keeping, and planning for assigned group.
- C. Clean up for any special projects done with assigned group.
- D. Diaper and bathroom trips for assigned group. This is an opportunity for maintaining continuity, increasing bonding, and stimulating language. Delegate this opportunity to aides only when necessary.
- E. General room appearance. Toys scattered on the floor can cause accidents.
- F. Washing all toys with soap and water on a daily basis.
- G. Wiping tables before any food is served.
- H. Listing any allergies or restrictions for children in assigned group. These should be listed in the front of the plan book and also on the board for other caretakers to see.
- I. Transferring any specific directions or significant information to caretaker who arrives when you leave.
- J. Thoroughly completing tracking sheets. Be certain to fill in all applicable areas. (See Appendix A)
- K. Maintaining a notebook of plans and records for each child in assigned group. Include for each child:
  1. Daily attendance record.
  2. Toddler Data Sheet for each child.
     Parent fills out sheet each term.
  3. Developmental checklist of appropriate age.
     Date each antry as child completes task.
     These should be completed every term and updated as needed.
  4. Long and short term objectives on the goal sheets for each child. These continue to be changed as objectives are met. A short term objective is usually done weekly.
  5. A list of any particular handicaps, learning style, dislike, or fear in notebook.
- L. Planning in depth for substitutes. Be certain to have notebook available.

II. Caregivers are responsible for not discussing personal business in the room. Children's receptive language far exceeds expressive language.

III. Caregivers are responsible for not discussing personal complaints or frustrations with parents or other staff members. Direct communication is expected.

IV. A child's behavior or home life is never discussed outside of the center. (See Professional Ethics component of job description.)

V. Group supervisors and other caregivers are responsible for recording significant behavior in notebook. Date each entry. This should be done at least three times weekly for full-time children and once a week for part-time students. This is a diary method. Notes should be objective. Reactions or interpretations must be labeled as such. In addition, forms are available for:
1) Anecdotal records; 2) Checklists; 3) Frequency charts;
4) Duration charts; 5) Rating scales; 6) Time samples and Case Studies.
The above forms are used when group supervisor needs additional documentation as a rationale for planning or selection of guidance techniques.

VI. If a child in another group is not being disciplined according to ELC discipline policies, any group supervisor is expected to intervene. Be certain to discuss this later with other group supervisor. If the situation is not resolved, the director must be notified.

VII. Plans and records must be submitted weekly to the ELC director. Any notes from interesting articles would be appreciated at any time. These will be shared at staff meetings.

INFANT - TODDLER ROOM

Guidelines for Discipline

1. Listen to the child and talk with him/her using eye contact at his level.
2. Know the abilities of the child and assign responsibilities and privileges accordingly.
3. Send clear verbal and non-verbal messages.
4. Be honest in your praise of the child and his work.
5. Remember to separate what a child is from what he does.
6. Reinforce behavior that is positive and give as little attention as possible to negative behavior.
7. Use a positive approach so that the child senses that good behavior is expected and that he is respected.
8. Be insistent and adhere firmly to limits for behavior.
9. It is important to be consistent in ary violation of rules.
10. Respect the child and remember that encouragement is appreciated by everyone.
11. Be a good model and reflect a positive attitude.
12. Offer alternative choices so that the child and the teacher both emerge as winners.
13. Be certain to follow through when an agreement is made with a child so that trust is strengthened.
14. Do nothing for the child if he is able to do it by himself.
15. Permit the child to release hostility in acceptable outlets, such as water play, clay, or bean bag throwing.
16. Allow the child to discover that there are several ways to accomplish a task by modeling acceptance of different learning styles.
17. Physical punishment to the child, such as biting back, spanking, shaking or hair pulling, is NEVER permitted and will be considered grounds for dismissal of employee.
18. Children shall never be left alone in the bathroom, the playground, the halls, or the classroom. This, also, will be considered grounds for immediate dismissal.

INFANT-TODDLER ROOM

Emergency Procedures

I. Fire Drill

A. Admissions personnel will assist.
B. Have children walk to door. (coats not necessary--wrap blankets around children if cold)
C. Assistant teacher leads line.
D. Teacher checks room and closes door. Count number of children.
E. Use door next to observation room.
F. Walk across parking lot under Social Security building.
G. Again count number of children.
H. Return to building when notified.

II. Emergency/Accident

A. Do not move the child. STAY CALM. The child needs you. (You can panic later!)
B. Look over the child.
   1. Is there breathing?
   2. If there is blood, where is it coming from? (Heads bleed a great deal)
   3. Can he move his arms and legs?
C. Administer first aid. (Most bleeding will stop with direct pressure.)
D. Contact parents of child if it is not an emergency.
E. Have parent contact their doctor first.

IN EMERGENCY ONLY:

1. Take child to hospital:

Community General	Dr. Shah
145 N. 6th Street	230 N. 5th Street
378-4881	376-6621
St. Joseph's	Dr. Carabello
12th and Walnut Sts.	316 S. 5th Street
378-2000	375-6994

2. Remain with child until parents arrive.

3. Fill out emergency form.

4. Give form to Mrs. Peterson

EMERGENCY NUMBERS

Community General Hospital	378-4881
St. Joseph's Hospital	378-2000
Poison Control Center	375-9115
Police	320-6111
Fire	374-4066
Berks County Children and Youth Services	372-8961 372-3390 (after 4:30 p.m.)
*Dr. Shah	376-6621
Dr. Carabello	375-6994

*Please call first

III. Poisoning

A. Don't guess. Some poisons call for vomitting. Some call for dilution with water or milk.

B. Don't take chances. Some product labels give incorrect advice about first-aid treatment for swallowing or absorption through skin or eyes.

C. Call the Poison Control Center immediately at 375-9115 before starting any treatment.

D. When you call: Take the container to the phone when you call the Poison Control Center to help with identification. If it is necessary to go to a hospital emergency room, take the container with you.

E. Have on hand a 1-ounce bottle of Syrup of Ipecac, available without prescription.

INFANT - TODDLER ROOM

General Information

I. Medication and Illness

A. Make sure all medications are put out of reach of children.
B. If medication is to be administered to child while in school, make sure parent has completed a Medication Consent Form for each medication. This form must be completed daily by the parent and must have doctor's approval.

Medication Consent

Child's Name: _____
Medication: _____
Time: _____
Amount: _____
*Administered Time: _____
*By whom: _____

_____
Signature of Parent/Guardian

_____
Date

C. After medication has been given, remember to fill out your part (*) on the medication consent form and the medication part on the child's tracking sheet.
D. If a child has a fever, check in the Toddler Forms Notebook (in ELC office) for an Aspirin Release Form before administering any medication.
E. Before administering any medications, first contact parent. If parent cannot be contacted then administer medication according to Aspirin Release Form.

Release to Control Fever

In case of a temperature of over 101°, if neither parent can be reached, _____ baby aspirins or _____ may be administered every _____ hours until I can be contacted. If the fever us not alleviated, the family physician will be called.

_____
Parent's Signature

_____
Doctor's Signature

II. Snack and Lunchtime Procedures

A. The parent is responsible for supplying lunch for his/her child.
B. Each child must be seated at the table in order to begin lunch and must remain there until he is finished.
C. Each child must wash his hands with an individual wet paper towel or wipe.
D. The child is given his sandwich and fruit before getting cookies, etc. Encourage the child to eat as much of his lunch as possible.
E. Milk is given to those children who did not bring any drink with their lunch. Fruit juices are served at snack.
F. Sharing lunches is not permitted.
G. Make sure each child has a safety belt on while sitting in high chair.
H. Please remember bibs. There are extra bibs on the shelf.
I. Wipe high chair tray, sides, seats, handles, tables, and chairs after each use.
J. Please clean-up child before taking him/her off chair or out of high chair.
K. NEVER let any child unattended while getting in high chair.
L. For children that need to be fed: Feed individually and not as part of a group.
M. At snack time, check allergy list before giving any food or juice. Some children have food and juice restrictions.
N. Snacks such as raisins, vegetables, fruits, and other nutritious foods should be included as often as possible.
O. New ideas for nutritious, economical snacks are welcomed.
P. Seconds on snacks are unnecessary.
Q. Child should clean up his own eating area, if possible.

III. Naptime Procedures

A. Each child must have his own mat with his/her name on it.
B. Each child must have his own sheet with his/her name on it.
C. Put sheet and blanket on mat while children are eating lunch.
D. Please make sure each child has been changed or has been taken to the bathroom before the nap.
E. Place mats at least 12 inches apart during naptime. They must remain flat on the floor.
F. Remember to write on tracking sheets the time each child goes to sleep and awakens.
G. Music is played and lights are off during naptime.
H. Some children like to have their backs rubbed. Circulate among different children.

IV. Bathroom Trips and Changing Room Procedures

A. No more than two children are taken at one time to the bathroom.
B. Fingerplays or songs may be sung; books may be read.

C. Be certain to wash hands thoroughly. Remind children not to touch toilet after washing.
D. Remember:
   1. to wash your hands after each child you change. (use wipes)
   2. to throw away the paper on the changing table after each use.
   3. If either diaper pail gets full during the day, please tie and replace.
   4. empty potty after each use.
   5. put all messy diapers, wipes, paper in plastic bag, then in diaper pail (bags located in first diaper changing table)
E. DO NOT LEAVE ANY CHILD UNATTENDED ON TABLES - HOLD WITH ONE HAND.
F. DO NOT LEAVE ANY CHILD ALONE IN BATHROOM OR IN DIAPER ROOM.
G. Daily Cleaning:
   1. Disinfect and empty potties
   2. Disinfect changing tables
   3. Disinfect empty diaper pails
   4. Check all diaper bins - if almost empty, check in room for diapers or make note on child's tracking sheet
   5. Wipe and straighten shelf
   6. Spray room with Lysol
   7. Restock wipes, napkins, paper on changing tables for next day
   8. Straighten diaper room

V. Safety

A. Watch for small objects that can be placed in mouths and other hazardous objects. Pick up immediately.
B. Place all sharp objects (scissors, knives, etc.) in closed metal cupboard - top shelf.
C. All cleaning supplies belong in storage room.
D. Children must remain in room.
E. All toys must be picked up and put away before getting out another activity.

VI. Walks

A. A 1:3 ratio is required.
B. Children may not run ahead of the group.
C. Avoid puddles.
D. Children must walk in orderly manner (hold hand of partner).
E. Extreme care is to be taken at parking lot.
F. Children must have their coats closed and hats on if they have one. Be certain to cover ears.
G. Children must be supervised at all times. No children may remain indoors alone. If a parent requests that a child remains inside, arrange with another teacher.
H. Only half of the toddler class should to outdoors at any time. This reduces stimulation in the room and outside.

VII. Slide/Climber Guidelines

A. Child must sit to use slide - one child at a time.
B. Watch climber at all times when in use by a toddler.
C. Children under 2 may not use climber without direct supervision of teacher. Place mats around climber when in use.

VIII. Task Area Guidelines

A. Items taken from shelves must be returned to designated place after each use.
B. Pieces are removed from puzzles one at a time rather than dumped.
C. Children may use items on open shelves only. Other items must be obtained by adults.
D. An item does NOT have be to shared. It is chosen by the child, used appropriately for as long as he wishes, and is shared only with his permission.
E. Quiet conversations are encouraged.
F. Children may elect to play with one or two other children.

IX. Art Area Guidelines

A. Art materials are kept on tables designated for activity.
B. Playdough remains at playdough table.
C. Newspaper must cover tables for painting and gluing activities.
D. Children must wear paint shirts and have shirt sleeves pushed up.
E. Glue is placed in a bottle cap to used with Q-tips.
F. Assist children with wiping tips of brushes when painting at easel.
G. Art projects and materials must be put away each day before leaving.

X. Additional Guidelines

A. Children are not permitted to grab toys.
B. Loud screaming is discouraged.
C. Biting is handled as natural but inappropriate. (NEVER threaten to "bite back".) Give immediate attention to the child who was bitten.
D. A positive approach should be used instead of "No".
E. Be consistent.
F. If disciplining, insist upon following through with your decision. The child will learn to trust your judgement.
G. Running is not permitted.
H. Children are not permitted to leave the room without the instructor.
I. Other children may not be hit, punched, kicked, bitten, or verbally abused by another child.
J. Materials may not be abused or wasted.

INFANT - TODDLER ROOM

Clean-up Procedures

I. Disinfect one a week:

A. Toys
B. High chairs
C. Cribs
D. Playpen
E. Shelves
F. Tables
G. Chairs
H. Turtle
I. Lockers

II. Daily - Check the following:
A. Out-dated tracking sheets
B. Left-over lunches
C. Floor around tables - sweep up crumbs
D. Make sure tables are wiped clean after each meal
E. Make sure housetop is cleared off:
1. Put all art materials away
2. Pour out old water after art and bring clean water back
3. Put art projects in lockers daily or hang up
F. Make sure trash cans are in the hallway at the end of day
G. Make sure all toys and books are put back on shelves, in toy boxes, or in cabinet at the end of day

APPENDIX

to

INFANT - TODDLER ROOM TRAINING GUIDE

The appendix sample material was written by caregivers who participated in the infant/ toddler seminars.

All information was taken from forms actually used or from individual logs maintained by the caregivers.

DAILY TRACKING SHEET

Method:

A. Fill in all applicable areas.
B. Write specific activities done in the areas of Art, Music, etc.
C. Describe the activity and write words to short songs or finger plays.
D. List any accidents but do not mention another child's name if involved.
E. List any new words, sentence structure, or specific changes in language.
F. Mention completion of objective or list new activity completed.
G. Record amounts of all bottles and amounts of food. Include type of snack.
H. Carefully record toileting experiences.
   6-18 months - List bowel movements
   18-24 months - List unusual bowel movements
   Toilet Training - Check with parents about consistent procedure. List times dry. Mention times when child signaled.
I. Medical Information:
   (1) Transfer information from medical consent form.
   (2) Complete form immediately after giving medication.

Name Ryan (Toddler) Date 07/11/83

If Special Instructions
(attach note and check box)

Activities: We talked about hard and soft items. (and shared them by passing them around. We made pudding for snack.

Music/Movement - We did Sammy, Turn Around and danced. Ryan had a great time dancing with John!

Songs - Twinkle Twinkle, Old McDonald (Jane suggested a cow), Bedbugs

Fingerplays - 3 Balls, 2 Apples, Open-Shut Them

Art - We made collages with fabric pieces (soft) and wood pieces (hard)

Large Muscle - We did Big Bird says and went for a walk and play outside.

Skills - We used puzzles. Ryan did a 6-piece puzzle with no trouble. We started work on an 8-piece puzzle.

Books - Ryan listened to The Teddy Bear book and asked questions

Medication:

amount time by whom

Medication:

amount time by whom

Your child ate:

	Time	What
Snack	10:15	Pudding (soft) Juice, Pretzel (hard)
Lunch	11:30	
Snack	3:15	Apple Slices Juice

Your child slept:

From 12:45 to 2:30

From _____ to _____

Special Center Comments: Ryan had a great day today. He shared a toy with Michael and they were both please and happy. Gale.

Name Cara (Infant) Date 07/11/83

If Special Instructions
(attach note and check box)

Activities: We used Ernie the puppet

Music/Movement - Music was played. We danced to piano concert music.

Songs - We listened to and sang songs.

Fingerplays - Open-Shut Them

Art - We glued and colored pieces of paper on a cardboard poster.

Large Muscle - We crawled through a tunnel and rolled on mats.

Skills - We did a 4-piece puzzle together and talked about the pieces.

Books -

Medication:

amount time by whom

Medication:

amount time by whom

Your child ate:

	Time	What
Snack	10:00	Cheese Curls Kool Aid Juice
Lunch	11:30	
Snack	3:15	Cherrios, Apples Kool Aid Juice

Your child slept:

From 9:00 to 9:30

From 1:00 to 1:45

Special Center Comments: Cara needs diapers, please Gale.

BEST COPY AVAILABLE

SAMPLE NEWSLETTER

Method:

Group supervisors submit a few paragraphs to head teacher each week. It is important to inform parents about the program.

August 4, 1983

Dear Parent:

Hi, everyone. I would like to take this time to explain the curriculum and teaching methods we will be using in the infant and toddler room this term.

The various learning activities we have planned are based on each individual's mental, emotional, and physical development. These tasks are based on Piaget's theories of mental development in infants and toddlers. The children will be doing activities that will help them develop mentally and to increase their ability to interact with their environment.

Some of the tasks are as follows:
The four to eight month old infants are starting to reach for objects placed in front of them. These children will be encouraged to reach for rattles that have been shaken and placed in front of them or play with mobiles.

The nine to twelve month old infants are learning to move obstacles from their pathway. The children will play with a care, and the teacher will place a small object in the car's path. The children will remove the object.

The twelve to eighteen month old toddlers love to place objects in a container and take them out. The children will be provided with the opportunity to do this.

Last of all, the eighteen to twenty-four month old toddlers can turn knobs to cause something to happen. The children will be provided with the opportunity to turn a musical box to hear a song. They will also learn the song.

Tasks like these will help the chidren use their abilities they have and enable them to improve on their methods of interacting with their environment.

Since tasks use basic materials, you can try them with your children.

Have a good week!

Linda Reppert
Group Supervisor

ACTIVITY CARD SAMPLE

Sr. Eileen Rojas

Method:

A comprehensive file is being developed to include activities that correspond to Piaget's Sensori-Motor Substages. Group supervisors complete cards for successful experiences. Since development varies, cards are shared among groups.

Curriculum Area: Movement
Activity: Experimentation and discovery of movement of various objects
Age Level: Substage 5 (12-18 months)
Materials Needed: Nerf ball, pull string toy, small wheeled car, square block and stick (or shovel)
Procedure: Sit short distance directly in front of child on floor. Place one object at a time between us. With each object, ask child to take it and then to give it to me. Observe child's method and movements. When received, return objects (one at a time) to child by appropriate method (push, pull, roll, hit). Then ask child to again return objects to me individually.
Objectives Met by Using this Activity: Practice problem solving, following directions, small motor coordination, possible imitation

Curriculum Area: Movement
Activity: Hide-and-seek with objects and child and I
Age Level: Substage 5 (12-18 months)
Materials Needed: Any large objects for hiding, blanket or sheet
Procedure: Show child object to be hidden. Ask child to close eyes while I hide object. Hide one object at at time in various places (within child's reach and eye level). Hiding places should range in difficulty and should be totally and/or partially hidden. Ask child (when ready) to begin looking for the known object. Then follow same procedure, allowing the child to hide and then I hide from the child.
Objectives Met by Using this Activity: Expansion of object concept, problem-solving opportunities, memory stimulation, visual discrimination, cognitive process development.

Curriculum Area: Our world
Activity: Looking for fallen objects
Age Level: Substage 3 (4-8 months)
Materials Needed: Small ball, bean bag, stick, small toy, paper bag.
Procedure: Sitting opposite infant on floor, show infant one object and have infant's eyes and attention focused on object. Hold object in air at infant's eye level, then drop it. Observe reactions and/or actions. (Note: ball and stick will roll once on ground, observe eye movement of infant.) As a variation, drop one or two of the objects (one at a time) into an empty but open and standing small paper bag. Again, carefully note reactions.
Objectives Met by Using this Activity: Visual tracking, concentration, problem-solving opportunities.

Curriculum Area: Movement
Activity: Combining objects
Age Level: Substage 4 (9-12 months)
Materials Needed: Necklace, cup, cubes (blocks), bowl, stick, tall glass, paper cup, paper bag.
Procedure: Sit on floor facing child. Place one receptacle and one object in front of child. Observe child's actions, if any. If not already done, ask child to place object into receptacle. (Necklace into cup, cubes into bowl, stick into glass, paper cup into paper bag.)
Objectives Met by Using this Activity: Problem solving through trial and error, eye-hand coordination, fine motor coordination, distinguishing between receptacle and object, spacial differentiation

Curriculum Area: Movement
Activity: Visual tracking of object movement
Age Level: Substage 2 (1-4 months)
Materials Needed: (All objects used should be large with contrasting colors.) Doll, block, ball, plastic bowl, sponge, pillow.
Procedure: This should be done for a short period of time of sitting up with pillows for support. Before beginning this activity it is essential that infant have eye contact with the object. Movement of objects shouldn't be so fast so as to startle infant.

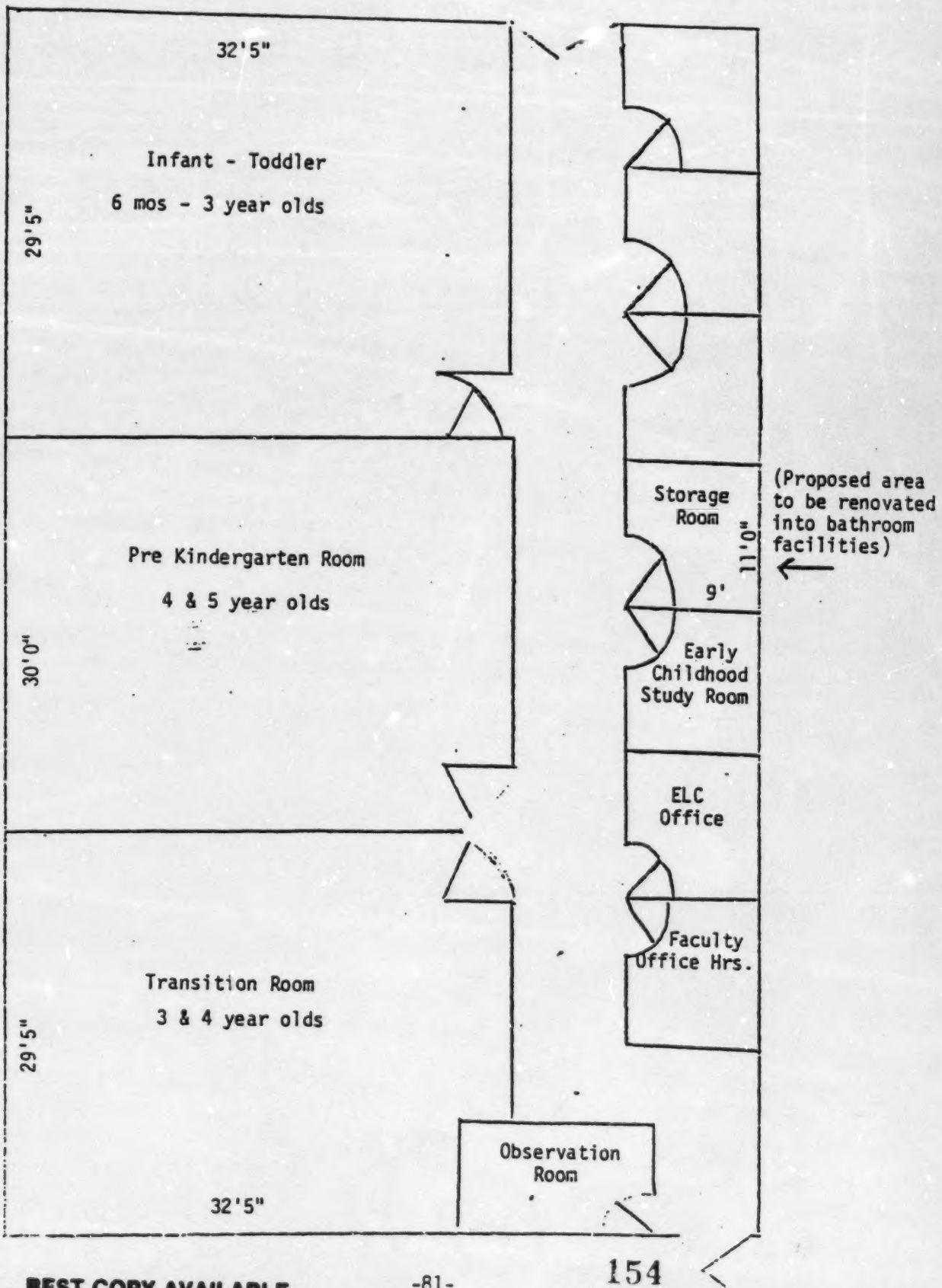
- Touch infant's nose with doll, note visual tracking of object.
- Move block around infant's head from one side and around the other - note visual tracking.
- Hold sponge above infant's head and move under infant's chin.
- Move pillow from touching infant's stomach to touching back.
- Hold bowl near infant's left side of head and move it slowly to right foot.

Objectives Met by Using this Activity: Visual tracking, development of eye muscles, enhance concentration.

Curriculum Area:
Activity: Pattern preferences
Age Level: Substage 1 (newborn)
Materials Needed: Fabric or pictures of patterns of contrasting light and dark (stripes and checks) and even patterns that move.
Procedure: Lay infant on back. Hold one pattern at eye level while observing length and frequency of gaze.
Objectives Met by Using this Activity: Noting preferences of objects with contrast, sharp edges and contours.

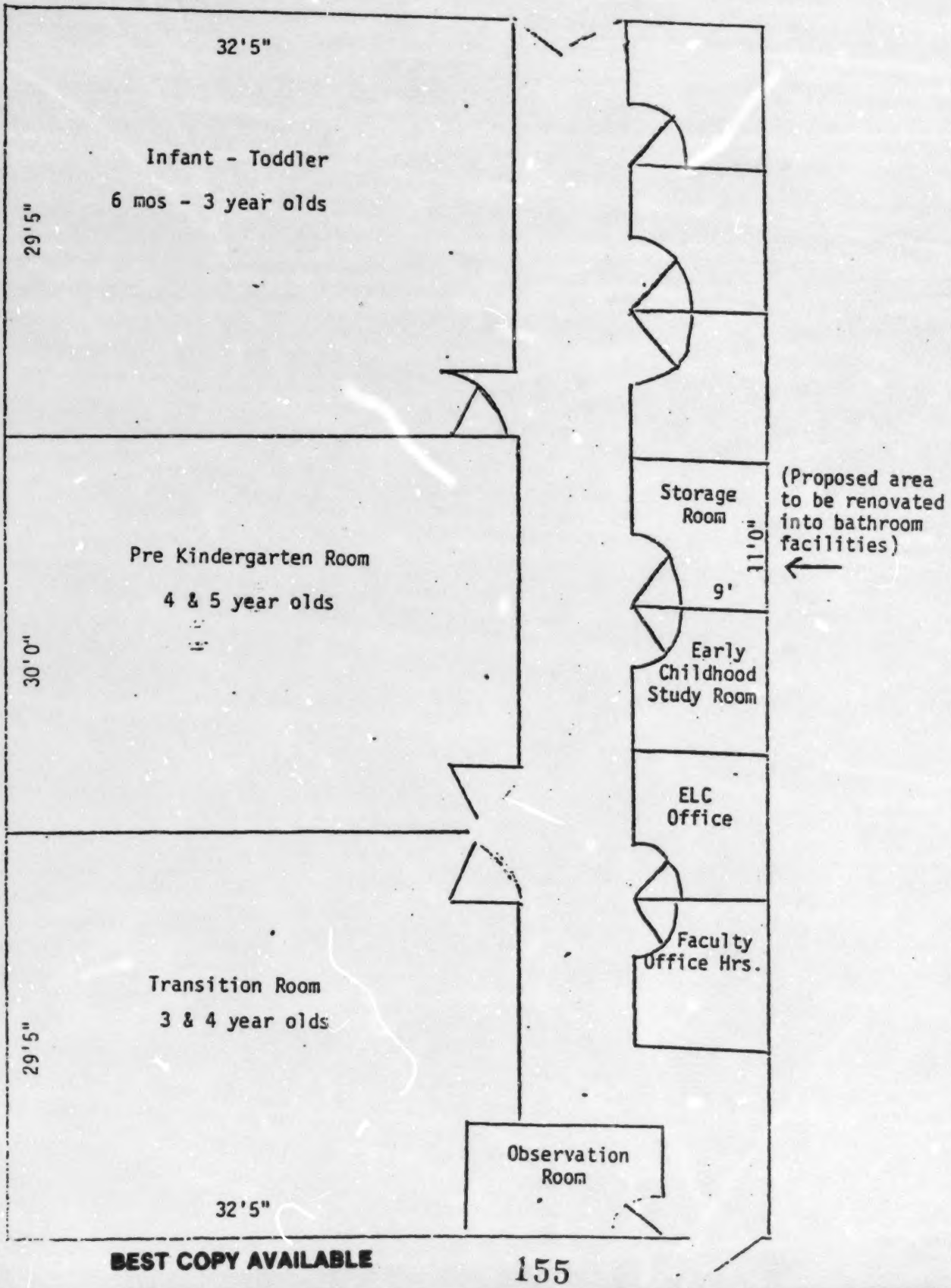
Curriculum Area:	Movement
Activity:	Movement to sounds
Age Level:	Substage 4 (1-4 months)
Materials Needed:	Music box, rattle
Procedure:	Have infant lying on stomach on floor. Shake rattle in a direction where infant must make an effort (lift and turn head) to follow. Note head and eye movement. Repeat the same with a music box, clapping hands and singing.
Objectives Met by Using this Activity:	Sound tracking, sound discrimination, visual tracking of the sounds, coordination of senses (sight and sound), sight intentionality.

RACC EARLY LEARNING CENTER



BEST COPY AVAILABLE

RACC EARLY LEARNING CENTER



BEST COPY AVAILABLE